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

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

Information contained in this catalog is subject to change at the discretion of the University of Phoenix without prior notification. Unless specifically stated otherwise in a particular Catalog policy, in the event of any inconsistency or conflict between the information contained in this catalog and any other material, the information contained in the catalog shall take precedence. The University of Phoenix is not responsible for information or claims made by individuals not affiliated with the University that is contrary to University of Phoenix published material.

Annual Security Report Notice

The University of Phoenix annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes the sex offender registry, institutional policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters. You can obtain a copy of this report by contacting your local Campus Security Authority or by accessing the following Web site: http://www.phoenix.edu/safety.
For the Associate of Arts/Elementary Education; Master of Arts in Education/Adult Education & Training; Master of Arts in Education/Teacher Leadership; Doctor of Education in Educational Leadership; Doctor of Education in Educational Leadership/ Curriculum & Instruction; Doctor of Education in Educational Leadership/Educational Technology; and Doctor of Philosophy in Higher Education Administration programs:

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

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

University of Phoenix is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Registration does not mean that credits earned at the institution can be transferred to all other institutions. Minnesota residents may enroll in the following programs: Associate of Arts/Concentration in General Studies, Associate of Arts/Concentration in Communications, Associate of Arts/Concentration in Accounting, Associate of Arts/Concentration in Hospitality, Travel and Tourism, Associate of Arts/Concentration in Foundations of Business, Associate of Arts/Concentration in Accounting, Associate of Arts/Concentration in Hospitality, Travel and Tourism, Associate of Arts/Concentration in Human Services Management, Associate of Arts in Psychology, Associate of Arts/Concentration in Health Care Administration, Associate of Arts/Concentration in Health Care Administration/Medical Records, Associate of Arts/Concentration in Criminal Justice, Associate of Arts/Concentration in Information Technology, Associate of Arts/Concentration in Information Technology/Networking, Associate of Arts/Concentration in Information Technology/Programming, Associate of Arts/Concentration in Information Technology/Web Design, Associate of Arts/Concentration in Information Technology/Information Technology Support, Bachelor of Science in Communication, Bachelor of Arts in English, Bachelor of Science in Environmental Science, Bachelor of Science in Psychology, Bachelor of Science in Health Administration, Bachelor of Science in Criminal Justice Administration, Bachelor of Science in Organizational Security and Management, The Bachelor of Science in Business, Bachelor of Science in Management, Bachelor of Science in Management Concentration in Manufacturing Sector, Bachelor of Science in Accounting, Bachelor of Science in Information Technology, Bachelor of Science in Nursing, Master of Science in Psychology, Master of Health Administration, Master of Health Administration Bridge, Master of Health Administration/Education, Master of Health Administration/Education Bridge, Master of Health Administration/Gerontology, Master of Health Administration/Gerontology Bridge, Master of Health Administration/Informatics, Master of Health Administration/Informatics Bridge, Master of Science/Administration of Justice and Security, Master of Science/Administration of Justice and Security Bridge, Master of Business Administration, Master of Public Administration, Master of Management, Master of Science in Accountancy, Master of Science in Nursing, Master of Science in Nursing/Specialization in Nursing/Health Care Education, Master of Science in Nursing/Specialization in Informatics, Master of Science in Nursing and Master of Health Administration, Doctor of Management in Organizational Leadership, Doctor of Management in Organizational Leadership with a specialization in Information Systems and Technology, Doctor of Health Administration, Visual Communication Certificate, Information Systems Security Certificate, APLUS Fundamentals Certificate, Information Systems Security Minor, Multimedia and Visual Communication Minor, Graduate Health Care Informatics Certificate, Gerontology Health Care Certificate, Graduate Certificate in Human Resources Management, Graduate Accounting Certificate, Graduate Marketing Certificate
ADDENDUM - SUMMARY OF POLICY UPDATES ADDED TO THE CATALOG ON SEPTEMBER 1, 2013

GENERAL POLICY UPDATES

• The Prior Learning Assessment policy was updated. (see UNDERGRADUATE PROGRAMS)
• The Undergraduate Admission Requirements were updated. (see UNDERGRADUATE PROGRAMS)
• The First-Year Sequence policy was updated. (see UNDERGRADUATE PROGRAMS)
• The Risk Free Period Policy was added. (see UNDERGRADUATE PROGRAMS)
• The University Orientation Workshops policy was updated. (see UNDERGRADUATE PROGRAMS)
• A Residency Requirements and Course Waivers for Bachelor Programs section was added. (see UNDERGRADUATE PROGRAMS)
• A Residency Requirements and Course Waivers for Associate Programs section was added. (see UNDERGRADUATE PROGRAMS)
• The Transfer of Credit policy was updated. (see UNIVERSITY POLICIES)
• The Admission Statuses section was updated. (see ACADEMIC POLICIES)

PROGRAM POLICY UPDATES

The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states.

• The Additional Residency Requirements and Course Waivers section was updated for all undergraduate programs, excluding Nursing and Education programs. (see UNDERGRADUATE PROGRAMS)
• The Academic Progression section was updated for all undergraduate programs, excluding Education programs. (see UNDERGRADUATE PROGRAMS)
• The Academic Progression section for the Bachelor of Science in Education/Elementary Education (Indiana) was updated. (see UNDERGRADUATE PROGRAMS - COLLEGE OF EDUCATION)
• The Degree Requirements section for all undergraduate programs in the College of Health Sciences and Nursing was updated. (see UNDERGRADUATE PROGRAMS - COLLEGE OF HEALTH SCIENCES AND NURSING)
• The Degree Requirements section for all undergraduate programs in the College of Social Sciences was updated. (see UNDERGRADUATE PROGRAMS - COLLEGE OF SOCIAL SCIENCES)
• The Degree Requirements section for all undergraduate programs in University of Phoenix School of Business was updated. (see UNDERGRADUATE PROGRAMS - UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS)
• The Degree Requirements section for all graduate programs in the College of Social Sciences was updated. (see GRADUATE PROGRAMS - COLLEGE OF SOCIAL SCIENCES)
• The Certificate Completion Requirements section for all certificate programs in Professional Programs was updated. (see PROFESSIONAL PROGRAMS)
NEW AND UPDATED PROGRAMS

The following new and updated programs have been added to the catalog:

**Online**
- AAIT/DS (Maryland)
- AAIT/GEN (Maryland)
- AAIT/NS (Maryland)
- AAIT/WA (Maryland)
- AABFN
- AAACCT
- AAACCTC
- AARETM
- AARETMC
- BSB (Idaho, Montana, North Dakota, Nebraska, Oklahoma, Wyoming, Iowa, Indiana, Kansas, South Dakota, Arizona, Oregon and Alaska)
- BSED/E (Colorado)
- BSED/E (New Mexico)
- MAED/AET
- MAED/ADM (Colorado)
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UNIVERSITY OF PHOENIX

Beginnings -- A Brief History

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

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

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

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

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

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

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

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

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

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

Official School Colors

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

Ownership Information

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

Mission

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

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, ncahlc.org

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

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

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

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

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

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

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

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

Programs vary by state. Not all programs are approved in all states.
The University also maintains voluntary memberships with numerous educational organizations, including the American Council on Education, the Association of American Colleges, the American Association for Adult and Continuing Education, the American Association for Higher Education, National Association of Schools of Public Affairs and Administration, the Council for Adult and Experiential Learning, the College and University Personnel Association, the Arizona Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, the Independent Colleges and Universities of Arizona, the American Association of Colleges of Nursing, National League for Nursing, the National Board for Certified Counselors, the National Association for Foreign Student Admissions, Association of International Educators, the National Association of Veterans Program Administrators, the Service Members Opportunity College, and Defense Activity for Non–Traditional Support. Additionally, the University maintains memberships in various professional, program specific organizations.

Academic Programs

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

Enrollment and Student Profile

As of the second quarter ending February 28, 2013, University of Phoenix had an enrollment of 300,800 students and had expanded to in excess of 245 campuses and learning centers in 40 U.S. States as well as locations in the District of Columbia and Puerto Rico. Additionally, University of Phoenix offers degree programs globally through its online delivery system.

According to students responding to a registration survey during fiscal year 2012, the average student is in his or her mid-thirties. Gender of entering students is approximately 67 percent female and 33 percent male. Approximately 44 percent of entering students reporting belonged to an ethnic minority.

University Library

The University of Phoenix Approach to Library Services

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

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

The online distribution of information is not only optimally matched to the needs of working professionals, but also allows for equitable sharing of library resources among students and faculty members at all University of Phoenix learning centers and in our distance education programs. Instead of encountering disparities in library resources between large and small learning centers and between on-campus and online students, University of Phoenix library patrons enjoy access to the same broad spectrum of resources regardless of where and how they attend class. University of Phoenix provides a comprehensive digital library for students at all locations. For more information, please see your Library Handbook or contact the University Library at library@phoenix.edu.

What is in the University Library?

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

Getting Started with the University Library

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

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

Electronic Reserve Readings

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

Additional Resources for Help

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

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

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

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

**Active Learning**

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

**Collaboration**

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

**Emphasis on Application and Relevance**

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

**University-Wide Learning Goals**

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

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

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

**Curriculum**

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

**Convenience of Time and Place**

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

**Access**

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

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

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

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

Learning Teams

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

All students enrolled in degree programs and/or designated certificate programs using the learning team model must meet learning team attendance policies. Learning teams are required to meet weekly. Teams may meet in person or via teleconference, real-time electronic conferencing, or asynchronous meeting in the classroom team forums. Students must indicate their participation in the learning team meetings and/or assignment deliverables. Students are expected to actively participate in the team’s activities. Students attending a local campus must acknowledge participation in their learning team each week in the Assignments section of eCampus. At the end of each course, students are given the opportunity to evaluate the contributions of each team member to the accomplishment of team goals.

Faculty

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

Staff Screening

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

Student Technology Recommendations and Competencies

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

Technology Recommendations

Hardware and Peripherals

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

- A processor of 2 GHz or faster
- 4GB RAM or greater
- 80GB hard drive or greater
- Cable/DSL connection or better
- Monitor and video card with 1024x768 or greater resolution
- Inkjet or laser printer
- Microphone
- A web camera capable of video 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

• 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 resource page. The following software is currently used:

University of Phoenix provides access to the following software through the student website for specific courses:

• Microsoft® Visual Studio.NET
• Microsoft® Visio
• Microsoft® SQL Server
• Red Hat® Enterprise LINUX®
• Adobe® Flash Professional
• Adobe® Dreamweaver
• Adobe® Photoshop
• Adobe® Acrobat Standard
• 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.

All trademarks are the property of their respective owners.

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

Technology Competencies

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

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

eCampus: Student and Faculty Portal

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

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

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

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

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

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.
THIS PAGE WAS LEFT BLANK INTENTIONALLY.
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.

### 2013-2014 Online Holiday Calendar

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
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<tbody>
<tr>
<td>4th of July</td>
<td>July 4, 2013</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 2, 2013</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>November 28, 2013</td>
</tr>
<tr>
<td>*Winter Break</td>
<td>December 24, 2013</td>
</tr>
<tr>
<td>Martin Luther King Jr Day</td>
<td>January 20, 2014</td>
</tr>
<tr>
<td>President’s Day</td>
<td>February 17, 2014</td>
</tr>
<tr>
<td>Good Friday</td>
<td>April 18, 2014</td>
</tr>
<tr>
<td>Easter</td>
<td>April 20, 2014</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 26, 2014</td>
</tr>
</tbody>
</table>

*This is considered an institutionally scheduled break.

### 2013-2014 Online Associates Holiday Calendar

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
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<tbody>
<tr>
<td>4th of July</td>
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<tr>
<td>Thanksgiving</td>
<td>November 28, 2013</td>
</tr>
<tr>
<td>*Winter Break</td>
<td>December 23, 2013</td>
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<tr>
<td>Martin Luther King Jr Day</td>
<td>January 20, 2014</td>
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<tr>
<td>President’s Day</td>
<td>February 17, 2014</td>
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*This is considered an institutionally scheduled break.

### Course Cancellation

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

### Directed Study

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

### Concurrent Enrollment

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

### Dual Enrollment

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

**Multiple University Degrees**

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

- Students must complete an application for each program. (Another application fee is not required).
- Only one degree in a specific discipline may be earned (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. Residence must be met for each degree. Graduate students must complete a minimum of 18 credits toward an additional degree as outlined by each College. Undergraduate students must complete a minimum of 30 unique credits of the additional degree's required course of study in order to meet residency. A student holding one University of Phoenix undergraduate degree (e.g. BSB) may earn a different degree (e.g. BSIT) by applying the credits earned from the first degree toward the additional degree; however, students must still meet all additional residency requirements (30 credits), along with the general education and minimum credit requirements in effect for the additional degree at the time of enrollment.
- Students must successfully complete any project required for each program.
- A diploma application must be competed for each program. Students may earn only one certificate per program (i.e. one HRM, Mediation, PM, etc).

**Guidelines for Additional Degrees by College**

**School of Business- Graduate**

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

**School of Business- Undergraduate**

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

**College of Education**

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

**College of Health Sciences and Nursing**

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

**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 Credit Load**

Undergraduate students may earn a maximum of 39 credits in a twelve (12) month period.

Graduate students may earn a maximum of 33 credits in a twelve (12) month period.

Credits attempted and earned beyond the maximum allowable limits will be transcribed but will not apply toward degree completion requirements. Courses taken concurrently at other institutions will not be counted towards this total and will not be limited.
in any way.

**Course Credits**

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

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

**Student Identification Numbers**

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

**Name and Social Security Number Changes**

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

**Duplication of Credit**

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

**Course Audit Policy**

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

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

**Re-Entry Students**

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

- Re-entry students who re-enter into the most current program/program version offered in their state or jurisdiction do not require submission of an appeal for re-entry.
- Re-entry students whose original program/program version is still the most current in their state or jurisdiction and who can complete their program within the original program completion deadline, may re-enter into the most current program offered in their state or jurisdiction without appeal. If the student will not be able to complete their program within the original program completion deadline, the student may appeal to the Student Appeals Center.
- Re-entry students not re-entering into the most current program offered in their state or jurisdiction may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired.
- No appeals will be accepted for re-entry to an expired program.
- Re-entry students are subject to all admission, academic and University policies in place at the time of re-entry.
- Re-entry students are required to submit an admission application, enrollment agreement and any other updated documentation based on specific program requirements.
- Re-entry students who have been academically disqualified (AD) from the University or disqualified for admission (DA) to the University must appeal to the Students Appeals Center for re-entry.
- Re-entry students who update to a different program/program version upon re-entry will be placed on academic probation (AP) for a period of four (4) program applicable courses if their program grade point average (GPA) does not meet the minimum requirement for the new program/program version. The four course sequence will begin from the grade posting date of the first program applicable course that causes the student’s GPA to fall below the minimum requirement for the new program/program version. If the student was on academic probation prior to being out of attendance for more than one year, and re-entry to the university does not result in a program/program version change, the student must complete the original AP sequence.
- Re-entry students who have been scholastically suspended (SS) or scholastically disqualified (SD) must submit an appeal to the Student Appeals Center for re-entry into any program.
- Graduate re-entry students provisionally admitted (PV) at the time of initial enrollment shall remain on PV status in their new program/program version upon re-entry if they have not successfully completed the four (4) course provisional admission period.

**Transfer of Credit**

Academic credit earned for degree level courses appearing on an official transcript from an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by a regional or national accrediting body, or a foreign institution recognized/authorized by the country’s Ministry of Education, will be reviewed for transfer to the University with a minimum grade of C-. For program specific
transfer requirements see individual program descriptions as additional conditions may apply for the transfer of credit towards specific program degree requirements. Transfer credit will be evaluated according to University policies and accepted subject to the approval of the University’s Central Office of Admissions & Evaluation.

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

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

The acceptable regional accreditation bodies are:

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

The acceptable national accreditation bodies are:

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

Credits may also be awarded for the successful completion of exams from approved national testing programs (CLEP, Excelsior, Berlitz, NLE, AP, DLPT, College Level GED, and DANTES) according to University policy except where prescribed otherwise for limitations of nontraditional credits under state statutes. Amount of credits applied for nontraditional credits may vary based on the students state or jurisdiction of residence and degree program of choice.

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

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

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

For all new students who have never attended University of Phoenix before, students transferring to University of Phoenix into specified undergraduate bachelor degree programs with a previously completed regionally accredited Associate of Arts degree from a Community College will be considered as having satisfied their lower division elective and general education requirements (up to the amount of credits earned in the Associate of Arts degree), which will make the student ready to begin their Required Course of Study at University of Phoenix. Students who take advantage of this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements sections of the catalog for their chosen program.

Students transferring to University of Phoenix into an undergraduate baccalaureate degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BLS, BSED/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 IGEC (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 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.

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.

Nondiscrimination Policy

The University of Phoenix is guided by the principle of equal opportunity and respect for others. The University is firmly committed to providing equal opportunity in its educational programs, activities, and employment practices and will not tolerate any discrimination or harassment of any kind with regard race, color, reli-
D. More specifically, the University complies with the Civil Rights Act of 1964 and regulations, Section 504 of the Civil Rights Act of 1973, the Americans with Disabilities 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:
      i. 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, Mailstop CF-SX01, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu or designee.
      i. The Title IX Coordinator or their designee will manage efforts to conduct a prompt, thorough and impartial investigation and make a determination on whether the party presented a factual connection between the allegation of discrimination and the alleged actions. If the allegations presented lack sufficient clarity for the Title IX Coordinator to make this determination, the Title IX Coordinator will seek clarification from the individual filing the grievance regarding the allegations.
   ii. If the Title IX Coordinator finds that there is a factual connection between the allegation of discrimination and the alleged actions then one of the following procedures will be followed:
      1. If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
      2. If the accusation is against a student then the Student Code of Conduct procedures apply.
      3. If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and human resources policies for processing claims of discrimination will be followed.
   4. In the event that the University finds that the discrimination was not caused by an individual's actions, but rather by a discriminatory policy or practice, the University will take steps to remedy the discrimination and prevent its recurrence. These steps may include revising a policy or practice that has resulted in discrimination, eliminating the policy or practice, and/or addressing any effects of the discrimination on the individual filing the grievance.

Harassment Policy

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

- Unwelcome or unwanted sexual advances,
- Requests for sexual favors,
- Any suggestion, whether overt or subtle, that a grade or other academic achievement is dependent upon the granting of sexual favors or submission to sexual requests,
- Unwelcome physical contact, including patting, pinching, hugging, kissing, fondling, etc.,
- Offensive verbal conduct, including sexually explicit jokes, comments, innuendo, or other tasteless action that would offend a reasonably sensitive person,
- The display of sexually offensive pictures, posters, illustrations, or objects,
- Slurs, jokes, or ridicule based on race, ethnic or national origin, religion, gender, sexual orientation, gender identity or disability.

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

**Harassment 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-SX01, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu or designee.
   1. 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 appropriate campus director or their designee will contact Human Resources and human resources policies for processing claims of harassment will be followed.
   iii. In instances where it is determined that a formal process is not appropriate the student, faculty or employee may be warned or counseled regarding the allegation.
   iv. Timeframe for Conducting Title IX complaints:
      1. Investigation - a prompt, thorough, and impartial investigation will be conducted within 60 days barring any unusual complexity.
      2. Opposing parties will receive notice of the outcome of the complaint within 30 days of the close of the investigation barring any unusual complexity.
      3. Opposing parties shall be afforded the opportunity to appeal within 10 days of receiving notice of the outcome.
   b. All other harassment claims must be presented to the Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee.
   i. Campus Director of Academic Affairs, Director of Operations, or Director of Student Services, or their respective designee will conduct a prompt, thorough and impartial investigation and make a determination on whether the student presented a factual connection between the allegation of harassment and the alleged actions.
   ii. If the appropriate director or designee finds that there is a factual connection between the allegation of harassment and the alleged actions then one of the following procedures will be followed:
      1. If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
      2. If the accusation is against a student then the Student Code of Conduct procedures apply.
      3. If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and human resources policies for processing claims of harassment will be followed.
   iv. In the event that the University finds that the discrimination was not caused by an individual’s actions, but rather by a discriminatory policy or practice, the University will take steps to remedy the discrimination and prevent its reoccurrence. These steps may include revising a policy or practice that has resulted in discrimination, eliminating the policy or practice, and/or addressing any effects of the discrimination on the individual filing the grievance.
   iii. In instances where it is determined that a formal process is not appropriate the student, faculty or employee may be warned or counseled regarding the allegation.

**Disability Services**

The University recognizes and accepts its obligations under the Americans with Disabilities Act of 1990, the Rehabilitation Act of 1974 and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide reasonable accommodations to qualified disabled students in all University programs and activities.

Determination of reasonable accommodations and compliance with the ADA and Rehabilitation Act for students are managed by the Disability Services Office with oversight by the University Office of Compliance. No student shall be retaliated against for seeking accommodation under this policy or for participating in any complaint procedures brought against the University for its noncompliance with the policy.

**Disability Services Office Contact Information**

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

**Acceptable Use of University Computing and Communication Resources**

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

General Requirements of Users

Users of University computing and communication resources must:

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

Intellectual Property

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

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

Privacy & Security

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

Monitoring

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

- Use of accessed accounts
- Time and duration of network activity
- Web pages accessed and duration of access
- Network software accessed

- Volume of data storage and transfers

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

Restriction of Access to Computing and Communication Resources

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

- If required by applicable law or policy.
- If a reasonable suspicion exists that there has been or may be a violation of law, regulation, or policy.
- If required to protect the confidentiality, integrity, or availability of computing and communication resources.
- If required or permitted by law, including public records law, or by subpoena or court order.
- If the University or its designated agent reasonably believes that a violation of law or policy has occurred.
- If necessary to protect the confidentiality, integrity, or availability of computing and communication resources.

Confidentiality

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

Responsibility to Inform User of Unauthorized Access or Disclosure

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

Violations and Enforcement

Reporting Violations

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

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

Apollo Group Information Security & Compliance
M/S AA-B103
1625 W. Fountainhead Parkway
Tempe, AZ 85282
FAX: (480) 379-3555
e-mail: infosec@apollogrp.edu

Response to a Reported Violation

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

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

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

Violation Examples

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

• Unlawful communications, including threats of violence, obscenity, pornography, and harassing communications.

• Unauthorized, anonymous communication is prohibited. (All users are required to cooperate with appropriate University personnel or other authorized personnel when investigating the source of anonymous messages.)

• Misrepresenting or forging the identity of the sender or the source of electronic communication.

• Altering the content of a message originating from another person or computer with intent to deceive.

• Use of University computing and communication resources for private business or commercial activities.

• Fund-raising or advertising on behalf of non-University organizations.

• The unauthorized reselling of University computing and communication resources.

• Unauthorized acquisition attempts to acquire and use the user id or passwords of others.

• Interference with or disruption of the computer or network accounts, services, or equipment of others.

• The intentional propagation of computer “worms” and “viruses,” the sending of electronic chain mail, denial of service attacks, and inappropriate “broadcasting” of messages to large numbers of individuals or hosts.

• Failure to comply with requests from appropriate University officials to discontinue activities that threaten the operation or integrity of computers, systems or networks, or otherwise violate this policy.

• Revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access without authorization is prohibited.

• Altering or attempting to alter files or systems without authorization.

• Unauthorized scanning of networks for security vulnerabilities.

• Attempting to alter any University computing or networking components (including, but not limited to, bridges, routers, and hubs) without approval or beyond one’s level of authorization.

• Negligent or intentional conduct leading to disruption or damage of University data, systems or networks.
CONSUMER INFORMATION

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

Accreditation, Licensures, Reviews, and Approvals

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

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

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

- Alabama Commission on Higher Education
- Arizona State Board for Private Postsecondary Education
- Arkansas Department of Higher Education
- California Bureau for Private Postsecondary Education
- Colorado Department of Higher Education, Commission on Higher Education
- Connecticut Office of Higher Education
- Delaware Department of Education
- Government of the District of Columbia, Education Licensure Commission
- Florida Commission for Independent Education
- Georgia Nonpublic Postsecondary Education Commission
- 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
- Massachusetts Board of Higher Education
- State of Michigan Department of Education, Postsecondary Services
- Minnesota Office of Higher Education
- Mississippi Commission on College Accreditation
- State of Missouri Coordinating Board of Higher Education
- Montana Office of the Commissioner of Higher Education
- Nebraska Coordinating Commission for Postsecondary Education
- Nevada State Commission on Postsecondary Education
- New Jersey Secretary of Higher Education
- New Mexico Higher Education Department
- Board of Governors for the University of North Carolina
- Ohio Board of Regents
- Oklahoma State Regents for Higher Education
- Oregon Office of Degree Authorization
- Pennsylvania Department of Education
- Consejo de Educación Superior de Puerto Rico/Puerto Rico Council on Higher Education
- South Carolina Commission on Higher Education
- South Dakota Board of Regents
- Tennessee Higher Education Commission
- Texas Higher Education Coordinating Board
- Utah System of Higher Education State Board of Regents
- The State Council of Higher Education for Virginia
- State of Washington Higher Education Coordinating Board
- West Virginia Higher Education Policy Commission
- State of Wisconsin Educational Approval Board
- Wyoming Department of Education

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

Regional Accreditation

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

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

Program Accreditation

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

ACBSP
11520 W. 119th St.
Overland Park, KS 66213
913.339.9356
http://www.acbsp.org

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

CCNE
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
Phone: 202.887.6791
Fax: 202.887.8476
http://www.aacn.nche.edu/ccne-accreditation

College of Education/Education Programs
The Master of Arts in Education program with options in Elementary Teacher Education and Secondary Teacher Education has been approved for initial accreditation by the Teacher Education Accreditation Council (TEAC) through December 31, 2013.

TEAC
One Dupont Circle NW, Suite 320
Washington, DC 20036-0110
202.466.7236
http://www.teac.org

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

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

College of Social Sciences and Counseling Programs
The Master of Science in Counseling 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 (Wasatch Front and St. George, Utah) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

CACREP
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
Phone: 703.535.9900
http://www.cacrep.org/template/index.cfm

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

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

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

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

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

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

Students or potential students may obtain a copy of the improvement plan for a specific program by contacting:
University of Phoenix
Office of Academic Administration
1625 W. Fountainhead Parkway
Mail Stop: AA-S402
Tempe, AZ 85282-2371
800.366.9699

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

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

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

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

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

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

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

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

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

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 2006-2007 cohort and the percentages of those students who graduated by Aug. 31, 2012. For the graduation rates, please go to http://www.phoenix.edu/about_us/regulatory/consumer-information.html.

Retention Rates
In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must publish available information regarding retention rates of degree- and/or certificate-seeking first-time, full-time (FTFT) undergraduate students entering the institution. Retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. The table shown below is the percentage of FTFT bachelor’s degree-seeking students from the previous fall who were still enrolled in the next fall. For the retention rates, please go to http://www.phoenix.edu/about_us/regulatory/consumer-information.html.
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 Graduates Enroll

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding the types of graduate and professional education in which graduates of the institution’s four-year degree programs enrolled. Approximately 16 % of students who completed a bachelor’s degree from University of Phoenix between July 1, 2011, to June 30, 2012, went on to enroll in a graduate or professional program at the University of Phoenix. The majority of these students enrolled in the following programs:

- Master of Business Administration
- Master of Science in Psychology
- Master of Science in Accountancy
- Master of Science in Administration of Justice and Security
- Master of Information Systems

The data is derived from the IPEDS Completions Survey (July 1, 2011, to June 30, 2012 data) and the IPEDS Fall Enrollment Survey (August 1, 2012, to October 31, 2012, data).

Alumni Attending Graduate School

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

- Of this 43%, 71% are currently pursuing a graduate degree at the University of Phoenix
- Of this 43%, 20% plan to pursue a graduate degree at the University of Phoenix

Thirty-two percent of University of Phoenix master program graduates indicated they planned to attend a doctoral level program.

- Of this 32%, 6% are currently pursuing a doctoral degree at University of Phoenix.

University of Phoenix Employment by Industry

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

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

Alumni Occupations

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

University of Phoenix Alumni Occupations

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineer/Architect (including technology)</td>
<td>13%</td>
</tr>
<tr>
<td>Finance/Accountant</td>
<td>10%</td>
</tr>
<tr>
<td>Teacher/Educator/Education Administrator</td>
<td>9%</td>
</tr>
<tr>
<td>Sales/Marketing Representative</td>
<td>6%</td>
</tr>
<tr>
<td>Registered Nurse/Other Nursing Professional</td>
<td>5%</td>
</tr>
<tr>
<td>Executive/Manager/Administrator</td>
<td>5%</td>
</tr>
<tr>
<td>Operations/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>
</tbody>
</table>
Question #41: What is your occupation? Bases: Respondents that are employed; 25,214.

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

In compliance with Title II of the Higher Education Act (HEA), University of Phoenix has submitted institutional questionnaires that detail the University’s program offerings, student demographics and student performance in those states where the University has teacher education programs that have produced program completers, also known as graduates. University of Phoenix provides professional preparation for teachers in multiple states. This is an overview of the information contained in the Institutional Report for University of Phoenix.

Federal Financial Aid Application Process

A student can apply for federal financial aid after submitting an application for admission to the local campus or via MyApply at https://myapply.phoenix.edu/Apply/Login.aspx and registering for courses in an eligible degree program. Admissions and program requirements vary by state. Please refer to the Academic Catalog for state and/or program specific information at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html.

During the application process, the following forms may be completed for federal financial aid grants and loans:
- Free Application for Federal Student Aid (FAFSA)
- University of Phoenix Financial Aid Application
- Federal Direct Loan Master Promissory Note (MPN)
- Entrance counseling
- Authorization to Apply to Future Charges form if, and only if, a student chooses this option
- Student Financial Agreement form

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

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

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

Statement of Educational Purpose

The parent or student signing a Free Application for Federal Student Aid (FAFSA) certifies the following: (1) use federal and/or state student financial aid only to pay the cost of attending an institution of higher education, (2) is not in default on a federal student loan or has made satisfactory arrangements to repay it, (3) does not owe money back on a federal student grant or has made satisfactory arrangements to repay it, (4) will notify college if defaulting on a federal student loan and (5) will not receive a Federal Pell Grant from more than one college for the same period of time.

The parent or student signing the FAFSA agrees, if asked, to provide information that will verify the accuracy of the completed form. This information may include federal or state income tax forms filed or are required to file. In addition, the parent or student certifies and understands that the Secretary of Education has the authority to verify information reported on this application with the IRS and other federal agencies. If the parent or student signs any document related to the federal student aid programs electronically using a personal identification number (PIN), that person certifies that he or she is the person identified by the PIN and has not disclosed that PIN to anyone else. If the parent or student purposely gives false or misleading information, you may be fined up to $20,000, sent to prison, or both.

Referrals to the Office of Inspector General

University of Phoenix is required by law to make referrals to the Office of Inspector General any time there is credible information or evidence that an applicant (student) may have engaged in fraud or other criminal misconduct in connection with the application involving federal financial aid programs.
Degree-seeking students who are U.S. citizens or eligible noncitizens enrolled in an eligible academic program can apply for federal financial aid as a means of assisting with financing their education. Certificate programs may also be eligible for federal financial aid. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions. Students may also be eligible to receive funding through state grant or scholarship programs in their states where available. Students should contact a local campus or an online Finance Advisor at 866.766.0766 for additional information on the financial aid programs available at each campus. A list of campuses is available at http://www.phoenix.edu/campus-locations.html.

General Eligibility Requirements

General eligibility requirements for federal financial aid are as follows:

- Demonstrate financial need (for most programs).
- Be a U.S. citizen or an eligible noncitizen.
- Have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Be registered with Selective Service, if you're a male (you must register between the ages of 18 and 25).
- Be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program.
- Be enrolled at least half-time to be eligible for Direct Loan Program funds.
- Maintain satisfactory academic progress in college or career school.
- Sign statements on the Free Application for Federal Student Aid (FAFSASM) stating that:
  - You are not in default on a federal student loan and do not owe money on a federal student grant and
  - You will use federal student aid only for educational purposes.
- Show you are qualified to obtain a college or career school education by having a high school diploma or
  - Final high school transcript that shows the date a diploma was awarded
  - a recognized equivalent such as a General Educational Development (GED) certificate
  - California High School Proficiency Examination (CHSPE) Certificate
  - Completed homeschooling at the secondary level in a state that confers high school diplomas

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

Federal 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 are awarded usually only to undergraduate students who have not earned a bachelor's or a professional degree. Effective on July 1, 2012, you can receive the Federal Pell Grant for no more than 12 semesters or the equivalent: http://studentaid.ed.gov/types/grants-scholarships/pell/calculate-eligibility. For more detailed information on eligibility and how to apply for the federal Pell Grant, visit http://studentaid.ed.gov/types/grants-scholarships/pell.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG program is for undergraduates with exceptional financial need. Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for a FSEOG. The FSEOG does not have to be repaid. For more detailed information on eligibility and how to apply for the FSEOG, visit http://studentaid.ed.gov/types/grants-scholarships/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 September 11, 2001, may be eligible to receive the Iraq and Afghanistan Service Grant. For more detailed information on eligibility and how to apply for the IASG, visit http://studentaid.ed.gov/types/grants-scholarships/iraq-afghanistan-service.

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

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to $4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. For more detailed information on eligibility and how to apply for the TEACH Grant, visit http://studentaid.ed.gov/types/grants-scholarships/teach. For a list of TEACH eligible programs please visit http://www.phoenix.edu/about_us/regulatory/consumer-information.html.

State Grant Programs

Students may also be eligible to receive funding through state grant or scholarship programs in their states where available. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions. Contact a Finance Advisor at 866.766.0766 for additional information on state grant and/or scholarship programs. A list of campuses is available at http://www.phoenix.edu/campus-locations.html.
The actual amount of state grants awarded to any student is contingent on the availability of funds. The University cannot guarantee any funding from the state grant sources listed, as the list is subject to change without notice based upon changes in state budgetary constraints, state law or regulation, and/or University participation. Where a work or other requirement is included in order to preclude the conversion of a scholarship or grant to a loan, the University makes no representation or warranty as to whether a graduate will be able to obtain such employment or fulfill such other requirement.

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

Institutional Grant Programs

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

Scholarships

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

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

Institutional Scholarships

University of Phoenix offers a number of institutional scholarships at http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html. The University often partners with nonprofit organizations to promote scholarship programs. These scholarships are available to potential students, current students or alumni. The CSE website, http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html, is updated regularly for institutional scholarships, qualifications, and selection criteria specific to University of Phoenix current and potential students as opportunities become available.

External Scholarships

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

Loans

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

Federal Perkins Loan Program

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

Due to limited funds, not everyone who qualifies for a Perkins Loan will receive one.

The University maximum lending amount is $4,000 per award year, with a federal lifetime maximum borrowing limit of $27,500 for an undergraduate. For a graduate, the University maximum lending amount is $4000 per award year, with a federal lifetime maximum borrowing limit of $60,000 (including amounts borrowed as an undergraduate).

Terms and Conditions - Students who receive a Federal Perkins Loan are subject to the terms and conditions disclosed on the Federal Perkins Loan Master Promissory Note (MPN), visit http://ifap.ed.gov/dpcletters/attachments/GEN1219PNAttach.pdf

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

Federal Direct Loan (DL) Program

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

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

New for 2013-2014 Award Year

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

Beginning June 28, 2013, entrance counseling materials on https://studentloans.gov/myDirectLoan/index.action will, as a temporary measure, include a link to information regarding the 150 percent limit in the attached documents.
Direct Unsubsidized Loans - The student is not required to demonstrate financial need to receive a Direct Unsubsidized Loan. Like subsidized loans, the University will determine the amount a student can borrow. Interest accrues (accumulates) on an unsubsidized loan from the time it is first paid out. The student can pay the interest while in school and during grace periods and deferment or forbearance periods, or can allow it to accrue and be capitalized (that is, added to the principal amount of the loan). If a student chooses not to pay the interest as it accrues, this will increase the total amount to be repaid because the student will be charged interest on a higher principal amount.

Terms and Conditions - Students who receive a Direct Loan are subject to the terms and conditions disclosed on the Federal Direct Loan Master Promissory Note (MPN) http://www2.ed.gov/offices/OSFAP/DirectLoan/pubs/dlmpnolabel.pdf and the Direct Loan Disclosure Statement http://www2.ed.gov/offices/OSFAP/DirectLoan/pubs/dlplain.pdf

Borrower’s Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower’s Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/pubs/dlrights.pdf, attached to the Master Promissory Note (MPN).

For more detailed information on eligibility and how to apply for the federal Direct Loan Program, visit http://www.studentaid.ed.gov/types/loans/subsidized-unsubsidized

Federal Direct PLUS loan for parent(s) -

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

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

Borrower’s Rights and Responsibilities - Parents receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower’s Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/pubs/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. The terms and conditions applicable to PLUS Loans for parents also apply to PLUS Loans for graduate and professional students. These terms and conditions include: (1) a determination that you (the applicant) do not have an adverse credit history and (2) a fixed interest rate of 7.9% for Direct PLUS Loans.

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

Borrower’s Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower’s Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/pubs/plusrights.pdf, attached to the Master Promissory Note (MPN).

For more detailed information on eligibility and how to apply for the Direct PLUS loan for Graduate and Professional students, visit http://studentaid.ed.gov/types/loans/plus

Loan Origination Fee Changes -

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

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

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

Federal Direct Subsidized and Unsubsidized Annual Loan 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>1 Freshman</td>
<td>$5,500 - No more than $3,500 of this amount can be subsidized loan</td>
<td>$9,500 - No more than $3,500 of this amount can be subsidized loan</td>
<td>$20,500</td>
</tr>
<tr>
<td>2 Sophomore</td>
<td>$6,500 - No more than $4,500 of this amount can be subsidized loan</td>
<td>$10,500 - No more than $4,500 of this amount can be subsidized loan</td>
<td></td>
</tr>
<tr>
<td>3 &amp; 4 Senior</td>
<td>$7,500 - No more than $5,500 of this amount can be subsidized loan</td>
<td>$12,500 - No more than $5,500 of this amount can be subsidized loan</td>
<td></td>
</tr>
</tbody>
</table>
Interest Rate Cap for Military Members

Education Loan Interest Rates

Members Civil Relief Act may have a 6% interest rate cap on the during military service. Students who qualify under the Service or other emergency, and serving in an area of hostilities qualifying during National Guard duty during a war or other military operation months) on Direct Loans first disbursed on or after October 1, 2008, In addition, no interest is charged (for a period of no more than 60 request this benefit.

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

Education Loan Interest Rates

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

Interest Rate Cap for Military Members

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

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

Prior Federal Loans and Financial Aid History

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

Private Student Loans

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

To assist with finding the right lender for a private loan, visit the Student Lending Analytics website, http://www.studentlendinganalytics.com/alternative_loan_options.html. Student Lending Analytics has developed a list of private loan options to serve schools and their students who need a focused resource for help in finding a private student loan. A student may choose any eligible lender; the University will process the request accordingly. Contact the lender for specific terms and conditions.

Financial Aid Awarding

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

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

Federal Pell Grant eligibility for an undergraduate student is estimated before originating a Direct subsidized or unsubsidized loan. In addition, a Direct unsubsidized loan is not originated without first determining the need for a Direct subsidized loan. However, if the amount of the Direct subsidized loan is $20 or less and the amount can be included as part of a Direct unsubsidized loan, the University is not required to originate a separate subsidized loan. For a dependent student, the University may originate and disburse Parent PLUS funds without determining federal Pell Grant and Direct subsidized loan eligibility. For a graduate student, the University must determine graduate/professional maximum Direct unsubsidized loan eligibility before originating a Graduate/ Professional PLUS Loan.

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

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

Institutional grant and scholarship eligibility determination will vary.

**Schedule Requirements**

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

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

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

**Verification**

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

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

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

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

Additional documents may be required by the University to complete the verification process. A student will receive written notification from the University of verification requirements, required documentation, and the timelines for completion of the process. Failure to comply with a request for verification documents within 30 days of receiving written notification from the University can result in the deactivation of the federal financial aid application. A Pell Grant applicant selected for verification must complete the process by the published deadline, September 26, 2014, or 120 days after the last day of the student’s enrollment, whichever is earlier.
Cost of Attendance Policy

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

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

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

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

<table>
<thead>
<tr>
<th>Cost of Attendance Components</th>
<th>Online Campus*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>Associate Degree</td>
</tr>
<tr>
<td>Tuition</td>
<td>$9,360</td>
</tr>
<tr>
<td>Monthly rEsource &amp; Loan Fees</td>
<td>$792</td>
</tr>
<tr>
<td>Monthly Living Expense*</td>
<td>$9,819</td>
</tr>
<tr>
<td>Annual COA</td>
<td>$19,971</td>
</tr>
</tbody>
</table>

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

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

For detailed information regarding actual tuition fees for programs and locations, contact a Finance Advisor or visit the tuition and fees calculator web page at http://www.phoenix.edu/tuition_and_financial_options/ tuition_and_fees.html.
Policy
The University uses an average monthly cost of living expense, based on the following:
- Nine months for associate’s degree-seeking students
- Ten months for bachelor’s degree-seeking students
- Twelve months for graduate students
The University COA consists of the following components:
- Tuition
- Electronic Course Materials and Books (rEsource Fees)
- Living Expense
- Housing
- Transportation (excluding Online students)
- Miscellaneous (school supplies and personal expenses)
- Loan Fees

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

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

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

Loan Fees
The University calculates an average loan fee by performing a separate calculation for undergraduate and graduate students.

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

Minnesota Child Care Budget
For students who are receiving the Minnesota Postsecondary Child Care Grant, the University will add actual childcare costs to the cost of attendance before computing financial need. This amount will be captured in the application process.

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

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

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

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

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

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

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

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

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

Satisfactory Academic Progress

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

Satisfactory Academic Progress (SAP) for DVA Education Benefits

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

Academic Probation

Academic probation (AP) shall occur when a grade point average (GPA) falls below acceptable levels for the program. Probation lasts for a period of four consecutive program-applicable courses. Concurrent enrollment is prohibited during the four-course AP sequence.

Associate degree students enrolled at the online campus should continue traditional block scheduling format with concurrent enrollment in two courses (excluding AACR & AAPF). In graduate programs, the four-course sequence excludes any undergraduate prerequisite courses.

Financial aid students will continue to receive funds during the probationary period.

Veteran students will continue to receive DVA education benefits during the probation period. The veteran will be informed of the probation, and a notation to the student DVA file will be recorded when the probationary period commenced.

Academic Disqualification

Academic disqualification (AD) will result if a student fails to clear an academic probation status within four courses from the onset of probation. Veteran students will not be eligible for DVA educational benefits after disqualification. The DVA and student will be notified of the disqualification. To reapply, a formal application for admission must be submitted in accordance with University admission procedures. In addition, applicants should explain the reasons for the scholastic deficiencies; the manner in which the intervening time has been spent; and why they should be given favorable consideration for readmission.

The readmission file will be reviewed by the Student Appeals Center and a decision reached regarding readmission. If approved, the student would be required to complete all program requirements in effect at the time of readmission. An application for DVA education benefits will also be necessary to re-establish benefits with University of Phoenix.

Federal Financial Aid Satisfactory Academic Progress

Purpose

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

Policy

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

Qualitative Measure

Grade Point Average

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

A student's cumulative program GPA is calculated using only those grades earned at the University for the current program of study. The program GPA is computed by adding the program-applicable cumulative grade quality points earned (calculated by multiplying the credit hours and the weight of the grade earned in the course) and dividing 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)
  • Passing (P)
  • Withdrawal (W)
  • Withdrawal/Failing (WF)
  • Waived with Credit (WC)
  • No Credit (NC)
• Orientations with the following completion statuses:
  • Orientation Complete (OC)
  • Orientation Not Complete (ON)
  • Orientation Extension (OX)
• Assessed Credits

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

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

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

Pace of Completion
The quantitative measure for the pace of completion is calculated using the following formula:
 Cumulative number of credit hours the student successfully completed divided by
 Cumulative number of credit hours the student attempted

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

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

Included in Pace of Completion
The following are included as attempted in the pace of completion calculation:
• Courses that are waived with credit (WC)
• Assessed Credits
• Withdrawal (W)
• Withdrawal/Failing (WF)
• Courses completed with the following grades: A, B, C, D, and F (+/-)
• In Progress (IP)
• Incompletes (I and IF)
• No grade awarded (QC)

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

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

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

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

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

Student Financial Aid Appeals
Students placed on financial aid disqualification (FD) status due to a violation of the qualitative and/or quantitative standards during the financial aid warning period may appeal the disqualification to regain eligibility for federal financial aid. Students may do so by submitting an appeal to the Student Financial Services - Operations Professional Judgment (SFS-O PJ) Team. The SAP PJ form is located on the financial aid website (FAW) at http://www.faw/phoenix.edu/). If there are unusual circumstances that should be considered during the appeal process, federal financial aid reinstatement may be possible during a financial aid probation period.
Approval and/or reinstatement of federal financial aid eligibility is not guaranteed. The Professional Judgment Team reviews all appeals on a case-by-case basis. Approval is only granted when there are 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 they will be able to graduate within the maximum timeframe allowed. If students have 12 or less credits remaining, they must demonstrate the ability to complete the remaining credits successfully.

Regaining Eligibility after Payment Period of Ineligibility

A student who is not making SAP regains eligibility only when the student is in compliance with the University’s SAP requirements. Therefore, 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/version at the University are included in both attempted and completed hours when measuring the student's pace toward completion. Students who change program/versions at the University will be re-evaluated to determine which credits apply to the new program/version.

Program Changes

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

Repeat Courses

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

Concurrent Enrollment

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

Academic Probation

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

Professional Judgment

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

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

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

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

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

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

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

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

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

Unexcused Absence Policy
Attendance is mandatory in all University courses; however, circumstances do occasionally arise which prevent a student from attending class. The University’s unexcused absence policy allows unexcused absence(s) to be granted based on the number of workshops within a course (refer to the chart below). An unexcused absence may affect the final course grade due to the missed opportunity to earn participation points. Unexcused absences will result in an automatic withdrawal (W) grade if students miss more than the maximum allowed absences. Refer to the chart below:

<table>
<thead>
<tr>
<th>Number of workshops</th>
<th>Allowed Absences</th>
<th>Absences resulting in withdrawal (W) grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5-9</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Associate</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10-50+</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Faculty requests for a withdrawal/failing (WF) grade will be approved for extenuating circumstances only and will be administered by the Registrar’s Office. Requests should be submitted to the Registrar’s Office by sending the approved Official Grade/Attendance Change Form.

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

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

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

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

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

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

Policy
This policy is applicable to all students enrolled in degree programs at the University of Phoenix.

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

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

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

If a student is out of attendance due to an unforeseen circumstance and considered an unofficial withdrawal and the campus 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, is in an unofficial withdrawal (UW) status and the request is not due to unforeseen circumstances that occurred prior to the UW status.

If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA request will be denied.

Length
In determining the length of the LOA, the LOA start date is the first day of the LOA and the LOA end date is the day before the student’s re-entry date. The first day of the student’s initial LOA is used when determining the start date for the 12-month period. If a student is granted an LOA due to unforeseen circumstances, the beginning date of the approved LOA is the date the student was unable to attend class because of the unforeseen circumstance. If the student posts an academically related activity (ARA) after the LOA start date but prior to the end date on the LOA request form, the student’s enrollment status will be updated to “active” and the student will be considered to have returned from the LOA. A new LOA request form will be required for any additional LOAs.

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

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

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

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

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

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

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

If the student reenters, after withdrawing from the University, the previously approved LOA days will count toward the student LOA maximum of 180 days in a 12-month period.
Internal Transfers and LOAs
If a student at the University graduates from one program (for example: a student graduates from an Associates of Art program) and does not immediately begin the next program (for example: a Bachelor’s program) within 14 days of the prior program ending, the student CANNOT be placed on an LOA between the programs. A student who graduates is no longer enrolled at the University. Furthermore, the student is not enrolled in the new program until posting attendance in a new program. Therefore, an LOA between programs would not meet regulatory requirements for an approved LOA.

Financial Aid Disbursements

Federal Funds
Provided the student has met all eligibility requirements, a student may be eligible to receive the first disbursement of federal financial aid funds at the start of the program or academic year. The student becomes eligible to receive a disbursement of federal financial aid funds for the second payment period when the student successfully completes one-half of the weeks of instructional time and one-half the credit hours in the academic year. First-time, first-year undergraduate borrowers will not have the first installment of the Direct Loan disbursed until 30 calendar days after the program of study academic year begins.

<table>
<thead>
<tr>
<th>Federal Loans</th>
<th>First Disbursement Eligibility</th>
<th>Second Disbursement Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct</td>
<td>30 days after academic year or program start date</td>
<td>Successfully completes ½ weeks and credits in academic year or program and has posted attendance for the second payment period</td>
</tr>
<tr>
<td>First-Time, First-Year Borrower</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct</td>
<td>10 days after the academic year start date or 10 days after date of certification if the academic year start date is in the past</td>
<td>Successfully completes ½ weeks and credits in academic year or program and has posted attendance for the second payment period</td>
</tr>
<tr>
<td>Subsequent Borrower, Parent PLUS, and Graduate/Professional PLUS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perkins Loan</td>
<td>10 days after the academic year start date If the academic year start date is in the past, disbursement is 10 days after date of certification or July 1 of the current award year, whichever is later.</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>

Federal Grants

| Pell Grant | 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 | Successfully completes ½ weeks and credits in academic year or program and has posted attendance for the second payment period* |
| IASG       |                               |                                 |

*Pell Grant disbursement for the current award year cannot be made until July 1, 2013, regardless of when the academic year starts.

| Federal Student Education Opportunity Grant (FSEOG) | 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 | Successfully completes ½ weeks and credits in academic year or program and has posted attendance for the second payment period* |

*FSEOG disbursement for the current award year cannot be made until July 1, 2013, regardless of when the academic year starts.
### Authorization to Apply Federal Financial Aid Funds

The University may obtain a student (or parent) written, voluntary authorization through the University financial aid application process to retain a federal financial aid credit balance. The University will not require or coerce the authorization and will notify the student (or parent) that the authorization may be canceled at any time. If the student (or parent) chooses to cancel the authorization, the cancellation is not retroactive. Funds retained for incurred allowable charges and prior year charges retained prior to the University receiving the authorization cancellation, will remain on account. At any time, the University will accept a signed statement from a student (or parent), canceling or modifying the authorization initially provided. The Authorization to Apply to Future Charges form is available to students on the University’s financial aid web (FAW) site.

The University will accept an authorization provided by the student (or parent) orally, rather than in writing if the student (or parent) has been affected by a Federally-declared disaster and is prevented from providing a written authorization based on status. If a student (or parent) cancels an authorization to apply a federal financial aid credit balance, the funds will be paid directly to the student (or parent in the case of a PLUS loan, or student if authorized by the parent) as soon as possible, but no later than 14 days after the University receives the notice.

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

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

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

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

3. **Signed statement**
   - The University will accept a signed statement from a student or parent outlining any changes to the Authorization to Apply to Future Charges form at any time.
   - The University may obtain a student (or parent) written, voluntary authorization through the University financial aid application process to retain a federal financial aid credit balance. The University will not require or coerce the authorization.
Retaining Funds with Authorization

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

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

If both the first and second disbursements are received simultaneously or separately, in the second payment period, allowable charges may be withheld for both disbursements. Notwithstanding any authorization, the University will pay any remaining balance on loan funds by the end of the loan period and any remaining other federal financial aid program funds by the end of the last payment period in the award year for which they were awarded.

Application of Funds

The University will withhold for allowable charges using the following order:
- Outstanding unpaid charges for the loan period, payment period or award year
- Authorized future charges less funds already on account
- Remaining funds will be disbursed to the student

Retaining Funds without Authorization

The University will automatically retain funds for allowable charges for the loan period/academic year that have been charged to the student account. If both the first and second disbursements are received simultaneously, allowable charges may be withheld for both payment periods provided 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 finance advisor for eligibility. The student will be provided with the lesser of the presumed credit balance or amount. The student will be notified of eligibility and provided instructions to redeem the book voucher from EdMap.

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

Cancellation of Federal Financial Aid

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

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

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

State Funds

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

Federal Financial Aid Loan Counseling

Federal Direct Loan Entrance Counseling

The University ensures loan entrance counseling is conducted online at the U.S. Department of Education website (https://studentloans.gov/myDirectLoan/index.action) for students/parents borrowing federal subsidized/unsubsidized student loans or PLUS loans for the first time. Entrance counseling generally includes the following:
- An explanation of the use of a Master Promissory Note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), http://www.nslds.ed.gov/nslds_SA/
- Other terms and conditions

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

Beginning June 28, 2013, entrance counseling materials on https://studentloans.gov/myDirectLoan/index.action will, as a temporary measure, include a link to information regarding the 150 percent limit in the attached document: https://webmkt.s3.amazonaws.com/phoenix.edu/financialaids150percent.pdf.
Federal Direct Loan Exit Counseling
The University ensures loan exit counseling is conducted online at the U.S. Department of Education website (https://studentloans.gov/myDirectLoan/index.action) shortly before the student ceases at least half-time enrollment, within 30 days of completion of a program or withdrawal from the University. Exit counseling generally includes the following:

- An explanation of the use of a master promissory note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower’s rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), http://www.nslds.ed.gov/nslds_SA/
- Other terms and conditions

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

Federal Perkins Loan Counseling
The University ensures Perkins loan counseling is conducted online at the Mapping Your Future website at http://mappingyourfuture.org/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/.

Federal Loan Repayment

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

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

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

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

Calculator for Standard, Extended, or Graduated plan:

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

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

Income-Based Repayment Calculator
http://studentaid.ed.gov/repay-loans/understand/plans/income-based/calculator

Federal Student Loan Consolidation
A Direct Loan consolidation allows a borrower to combine 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 had before, and enable them to switch from a variable interest rate loan to a fixed interest rate. Consolidation may also cause borrowers to lose benefits offered with the original loans such as interest rate discounts, principal rebates, or some loan cancellation benefits, which can significantly reduce the cost of repaying loans.

More information regarding loan consolidation is located at http://studentaid.ed.gov/repay-loans/consolidation
Federal Student Loan Forgiveness, Cancellation, and Discharge

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

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

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

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 (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.

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 honorable or bad conduct discharge, or
- A dismissal of such person permitted under section 1161(a) of Title 10, USC, or
- A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC, http://uscode.house.gov/download/title_10.shtml

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

Re-entry Policy for Servicemembers Opportunity Colleges (SOC)

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

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

Student Financial Responsibilities, Policies, and Options

Student Financial Responsibilities

The student is responsible to ensure all tuition and electronic course materials fees are paid whether in attendance or not. The student must indicate how tuition and electronic course materials fees will be paid on the Student Finance Agreement. The student is responsible for knowing the account balance. Student account information is available on the student website. When the student is considered administratively, officially or unofficially withdrawn from his or her program, the University may cancel any federal financial aid in process. The student may receive a refund for or may owe payment to the University depending upon the student’s account balance.

Changing Finance Plans

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

Meeting Financial Plan Obligations

Students who primarily attend a physical University of Phoenix campus are subject to finance approval by their primary campus prior to enrolling in a course. Tuition and all applicable fees for each course must be paid according to the terms and conditions outlined in the primary financial option selected on the Student Finance Agreement form. Students who do not comply with the primary financial option term will not be allowed to attend classes. Students are required to clear any indebtedness to the University before grades and transcripts will be issued or the degree awarded. A student may be administratively withdrawn for failure to make payment in a timely manner, preventing the student from attending future class sessions, until the amount owed is paid in full or satisfactory payment arrangements are made. All costs of collection, court costs and reasonable attorneys’ fees will be added to delinquent accounts collected through third parties. University of Phoenix may obtain a current credit report as needed to support decisions to defer tuition payment or to assist in the collection of amounts owed.

Electronic Course Materials and Books Fees

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

State Tax

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

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

General Refund Policy
A tuition refund may be granted to those who qualify, based on the 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 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 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.

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

Cash Plan
The Cash Plan requires all tuition and electronic course materials fees to be paid in full prior to the start of each course. For more information, please visit http://www.phoenix.edu/tuition_and_financial_options/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/financial_options/federal_financial_aid.html.

Military or Government Billing Plan
Under the Military or Government Billing Plan, University of Phoenix directly bills the military or other government agency for a student’s tuition. For more information, please visit http://www.phoenix.edu/colleges_divisions/military/military-financial-options.html.

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

Tuition Deferral Plan
The Tuition Deferral Plan is available for students whose employers offer to repay some or all of their employees’ tuition. The plan is also available to students receiving benefits from the U.S. Department of Veterans Affairs or U.S. Department of Defense. For more information, please visit http://www.phoenix.edu/tuition_and_financial_options/financial_options/tuition-deferral-plan.html.

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

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

Policy

Official Withdrawals

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

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

Withdrawal Date

The withdrawal date for an official withdrawal is the last date of academic attendance or attendance at an academically related activity determined from University attendance records.

Date of Determination

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

Rescission of Official Withdrawal

Students may rescind the intent to withdraw by completing the Official Withdrawal Rescind request via the University eCampus website at https://ecampus.phoenix.edu/portal/portal/public/login.aspx. The student may also submit an electronic or written statement to the University stating their intent to participate in academically related activities and complete the payment period.

If the student subsequently withdraws after rescinding the intent to withdraw, the withdrawal date is the latter of the date the student first provided notification to the University or the last date of academic attendance or academically related activity determined from University attendance records.

The date of determination (DOD) for students who rescind their intent to withdraw and subsequently withdraw from the University, without official notification, is no greater than 15 days after the student’s official last date of academic attendance or attendance at an academically related activity.

Unofficial Withdrawals

Students who do not provide official notification to the University of their intent to withdraw are considered unofficial withdrawals after 14 consecutive days of nonattendance at an academically related activity.

Withdrawal Date

The withdrawal date for a student who ceases attendance at the University, including a student who does not return from an approved leave of absence, is the last date of academic attendance or attendance at an academically related activity determined from University attendance records.

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

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

In the case of a student who has received an approved leave of absence, the University will review the student record on or after the original approved return date. The University review determines if the student reentered as scheduled, or did not reenter as scheduled and must be withdrawn for the purposes of the Return of Title IV (R2T4) calculation and deferment processing.

Date of Determination

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

Administrative Withdrawals

Students who are withdrawn from the University for failure to meet admission, academic, candidacy, financial or code of conduct policies are considered administrative withdrawals.

Withdrawal Date

The withdrawal date for students who are administratively withdrawn is the last date of academic attendance or attendance at an academically related activity determined from University attendance records.

Date of Determination

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

The University is subject to a Return of Title IV (R2T4) calculation and deferment processing.

Return of Federal Financial Aid

A federal financial aid (Title IV) recipient who withdraws from the University is subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received Title IV funds or has met the conditions that entitled the student to a late disbursement of Title IV funds. The University is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s).
Policy
When a federal financial aid recipient withdraws from the University prior to the end of a payment period, a R2T4 calculation must be performed to determine the amount of federal financial aid funds earned as of the date of withdrawal. If the total amount of federal financial aid funds earned is less than the amount federal financial aid funds disbursed to the student or on behalf of the student, the difference will be returned to the applicable federal financial aid programs. If federal financial aid funds earned is greater than federal financial aid funds disbursed, then the difference between these amounts will be treated as a post withdrawal disbursement. A R2T4 calculation will not be performed if the federal financial aid recipient withdraws after successfully completing the payment period and all funds awarded for that period have been disbursed.

Return Calculation
The amount of federal financial aid earned is calculated by determining the percentage of aid earned and applying this percentage to the total amount of aid disbursed and that could have been disbursed 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 Overpayment
An inadvertent overpayment occurs when the University disburse funds to a student no longer in attendance but prior to the date the University determines the student withdrew from the program. This would include any federal financial aid fund disbursements made after the student’s last date of attendance but prior to the University’s determination that the student was withdrawn. These inadvertent overpayments are included in the R2T4 calculation as aid that could have been disbursed.

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

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

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

When Funds are Disbursed Using Different Payment Periods
When the University disburses different types of aid using different payment periods, e.g., one payment period for disbursing grant funds and another payment period for disbursing DL, only one payment period is used in determining earned funds. The payment period ending later is used for the R2T4 calculation.
Percentage of Federal Financial Aid Earned
The calculation of Percentage of Federal Financial Aid Earned includes all financial aid disbursed or that could have been disbursed to a student. This percentage is equal to the percentage of the payment period completed by the student as of the student’s last date of attendance in the payment period. This percentage is determined using the University rate of progression calculation. If the student withdraws after successfully completing the payment period, 100% of the federal financial aid funds are earned and no calculation is required. If the withdraw date occurs after the student completes more than 60% of the payment period, the student earns 100% of the federal financial aid funds.

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

Rate of Progression Calculation - Effective December 1, 2012
The rate of progression calculation provided below will be used for all R2T4 Refund calculations completed on or after December 1, 2012.
The percentage of the period completed is calculated as follows:
Number of calendar days completed in the payment period divided by the total number of calendar days in the payment period

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

Required Adjustments to Calendar Days Completed in the Payment Period
Calendar days will be removed from calendar days completed in the payment period if any of the following have occurred from the payment period start date and the student’s last date of attendance:
• Institutionally scheduled breaks of five (5) consecutive calendar days or more
• Student scheduled or selected breaks of five (5) consecutive calendar days or more between courses
• All Leave of Absence calendar days
• Any other periods of non-enrollment of five (5) consecutive calendar days or more

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

Required Adjustments to Calendar Days in the Payment Period
Additional calendar days must be added to the payment period for unsuccessful course(s) completions with grade of I, IX, IP, QC, F, or W that occurred prior to the student’s last date of attendance. If the payment period needs to be extended, it is extended by a defined number of days based upon the following credential levels and modalities:
• Associates Program - 63 days if one or two courses are needed, 126 days if three or four courses are needed
• Bachelor Program Online - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
• Bachelor Program Ground - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
• Master’s/Doctoral Program Online - 42 days if one course is needed, 84 days if two courses are needed, 126 days if three courses are needed, etc.
• Master’s/Doctoral Program Ground - 36 days if one course is needed, 72 days if two courses are needed, etc.

Note: Additional calendar days will not be added for the course(s) in which the student is enrolled on the student’s last date of attendance. This includes any course(s) the student was enrolled, but not completed at the time of withdrawal. Calendar days will be removed from the calendar days in the payment period if any of the following occurred or is scheduled to occur from the payment period start date and the payment period end date:
• Institutionally scheduled breaks of five (5) consecutive calendar days or more
• Student scheduled breaks of five (5) consecutive calendar days or more between courses
• All Leave of Absence calendar days
• Other periods of non-enrollment of five (5) consecutive calendar days or more

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

Bachelor Program Online
• Last date of attendance is 7/15/20XX
• Payment Period is 06/07/20XX to 10/24/20XX
Course Schedule

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

Rate of Progression Calculation

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

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

*Estimate for illustrative purposes only.

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

The rate of progression calculation provided below will be used for all R2T4 Refund calculations completed prior to December 1, 2012. The percentage amount of federal financial aid a student earned in a payment period is calculated as follows:

Total Number of Calendar Days Completed in Payment Period divided by Total Number of Calendar Days in Payment Period = Percent Earned

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

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

<table>
<thead>
<tr>
<th>Total Courses Completed</th>
<th>Total Courses in Payment Period</th>
<th>Percentage of Payment Period Completed</th>
<th>Federal Financial Aid Disbursed</th>
<th>Return Amount of Federal Financial Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1= 35 days</td>
<td>35/140 = 25%</td>
<td>$5,625</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2= 70 days</td>
<td>70/140 = 50%</td>
<td>$7,500</td>
<td>$3,750</td>
<td></td>
</tr>
<tr>
<td>3= 105 days</td>
<td>105/140 = 75%</td>
<td>0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>4= 140 days</td>
<td>140/140 = 100%</td>
<td>0</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

Title IV Credit Balance and the Return Calculation

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

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

- Pay authorized charges at the University
- To the student (or parent for a PLUS loan)
The University will apply its own refund policy before allocating a federal financial aid credit balance. However, the University will not complete its refund process before completing the steps for allocating the federal financial aid credit balance. The University will apply its own refund policy before allocating a federal financial aid credit balance. However, the University will not complete its refund process before completing the steps for allocating the federal financial aid credit balance.

If the University is unable to locate the student (or parent) when attempting to pay a credit balance, it will return the funds to federal financial aid programs.

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

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

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

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

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

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

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

After the University allocates its portion of unearned funds, the student must return federal financial aid owed in the same order specified above for the University. The amount of federal financial aid the student is responsible for returning is calculated by subtracting the amount returned by the University from the total amount of unearned federal financial aid funds to be returned.

The student (or parent in the case of funds due to a parent PLUS Loan) must return or repay, as appropriate, the calculated amount to any federal financial aid loan program in accordance with the terms of the loan; and any federal financial aid grant program as an overpayment of the grant. The amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment exceeds one-half of the total federal financial aid grant funds received by the student.

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

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

Tuition Refund Policy

Institutional

The following provisions pertain to all refund policies applied by the University unless specifically stated otherwise. When a student who begins a program under Registered (R) status, pending the completion of the student admission file, and is subsequently denied admission, the student is eligible for a full tuition refund. The University does not refund tuition for any completed course. A tuition refund can be requested in writing from a local campus. Students who withdraw from a course prior to the start date will receive a 100% refund for that course. Students who have completed 60% or less of the course are eligible for a pro-rata refund. Example of a refund on attendance for a 5-week course:

- Attend 1 week 80% refund due
- Attend 2 week 60% refund due
- Attend 3 week 40% refund due
- Attend 4 week no refund due
- Attend 5 week 20% 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 33% refund due
- Attend 5 week 16% refund due
- Attend 6 week 0% 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 33% refund due
- Attend 7 week 22% refund due
- Attend 8 week 11% refund due
- Attend 9 week 0% refund due
State
If a student attends a class in one of these states, the specific state refund policy will be applied in addition to the University Institutional Refund Policy. In the event that there is a conflict in the policies, the state policy will supersede the general University policy, unless the University policy is better for the student's situation. These policies are outlined below.

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

California
Southern California Region
Students in the state of California will have tuition refunded using the University Institutional Refund Policy with the following exception:
- Students have the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session or the 7th day after enrollment, whichever is later.
- To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus Director of Finance, University of Phoenix, 3090 Bristol Street, Suite 500, Costa Mesa, CA. 92526.

Bay Area Region
Students in the state of California will have tuition refunded using the University Institutional Refund Policy with the following exception:
- Students have the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session or the 7th day after enrollment, whichever is later.
- To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus Director of Finance, University of Phoenix, 45 River Ridge Drive, Suite 200, San Diego, CA. 92123.

Sacramento Valley Region
Students in the state of California will have tuition refunded using the University Institutional Refund Policy with the following exception:
- Students have the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session or the 7th day after enrollment, whichever is later.
- To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus Director of Finance, University of Phoenix, 2860 Gateway Oaks Drive, Suites 100 and 200, Sacramento, CA. 95833.

Central Valley Region
Students in the state of California will have tuition refunded using the University Institutional Refund Policy with the following exception:
- Students have the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session or the 7th day after enrollment, whichever is later.
- To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus Director of Finance, University of Phoenix, 45 River Park Place W, Suite 101, Fresno, CA. 93720.

San Diego Region
Students in the state of California will have tuition refunded using the University Institutional Refund Policy with the following exceptions:
- Students have the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session or the 7th day after enrollment, whichever is later.
- To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus Director of Finance, University of Phoenix, 9645 Granite Ridge Drive, Suite 200, San Diego, CA. 92123.

Online
Students in the state of California will have tuition refunded using the University Institutional Refund Policy with the following exception:
- Students have the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session or the 7th day after enrollment, whichever is later.
- To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus Director of Finance, University of Phoenix, 875 W. Elliot Road, Tempe, AZ. 85284.

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

Georgia
Students in the state of Georgia will have tuition refunded using the University Institutional Refund Policy with the following exceptions:
- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement.
- Students providing written notification of withdrawal prior to the first class session or have been out-of-attendance for more than 14 days will receive a full refund of tuition paid for the unattended course.
- Refunds are paid within 30 days of a student's official withdrawal.
- A student who is out-of-attendance for more than 14 days is considered withdrawn.
Indiana
Indiana has established refund policies that differ from the University Institutional Refund Policy. If a student attends a class in Indiana, the Indiana state refund policy will be applied. The University must make the proper refund no later than 31 days of the request for cancellation or withdrawal.
A student is entitled to a full refund if one or more of the following criteria are met:
• The student cancels the Enrollment Agreement within six business days after signing.
• The student does not meet the University minimum admission requirements.
• The student's enrollment was procured as a result of a misrepresentation in the written materials utilized by the University.
If the student has not visited the University prior to enrollment and, upon touring the University or attending the regularly scheduled orientation or classes, the student withdrew from the program within three days.
A student withdrawing from an instructional program after starting the instructional program at the University and attending one week or less, is entitled to a refund of 90 percent of the cost of the financial obligation, less an application or enrollment fee of 10 percent of the total tuition, not to exceed $100.
A student withdrawing from an instructional program, after attending more than 25 percent but equal to or less than 50 percent of the duration of the instructional program, is entitled to a refund of 50 percent of the cost of the financial obligation, less an application or enrollment fee of 10 percent of the total tuition, not to exceed $100.
A student withdrawing from an instructional program, after attending more than 50 percent but equal to or less than 60 percent of the duration of the instructional program, is entitled to a refund of 40 percent of the cost of the financial obligation, less an application or enrollment fee of 10 percent of the total tuition, not to exceed $100.
A student withdrawing from an instructional program, after attending more than 60 percent of the duration of the instructional program, is not entitled to a refund.

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

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

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

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

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

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

Minnesota
Students in the state of Minnesota will have tuition refunded using the University Institutional Refund Policy with the following exception:
Refunds for state aid programs and non-state aid programs are calculated on a proportional basis using the state mandated or institutional refund policy. To calculate the minimum refund due to the State Grant Program, the SELF Loan Program, and other aid programs (with the exception of the state Work Study Program), the Higher Education Services Office Refund Calculation Worksheet of the Minnesota State Grant manual is used.
New Mexico
Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing an Enrollment Agreement. To withdraw, a student must provide written notice to the University or appear personally at the University.

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

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

- Students have the right to a full refund of all monies paid if they withdraw within five calendar days of signing the Enrollment Agreement.
- A student who withdraws before the first class and after the five-day cancellation period is obligated for the registration fee.
- To cancel enrollment, a student must notify the local campus in writing on or before the five-day cancellation period after signing the Enrollment Agreement.
- Refunds will be paid no later than 30 days after cancellation.

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

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

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

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

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

The refund policy of the state where Online students reside will be used to calculate their refund amount. The refund policy of the state where Ground students attend class will be used to calculate their refund amount.

Online
The refund policy of the state where online campus students reside will be used to calculate their refund amount. The refund policy of the state where local campus students attend class will be used to calculate their refund amount.
CONSUMER POLICIES AND CODES OF CONDUCT

University of Phoenix Family Educational Rights and Privacy Act

University student records are confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974. Generally, information pertaining to a student record is not to be released to a third party without written or authorized electronic consent via a FERPA release form, judicial order or lawfully issued subpoena. The University is required to provide students a copy of its FERPA policy annually and upon written request from students. Current students can obtain a copy of the FERPA policy in the appropriate online Academic Catalog at https://www.phoenix.edu/programs/degree-programs/academic-catalog.html

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

Note: University Orientation Workshops are not considered university courses.

Access to Education Records

University student records are confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act (FERPA). 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: Effective July 1, 2013, The Student Health Insurance Plan Enrollment/Acknowledgment form completed by local campus students in New Jersey and Massachusetts is defined as an education record.

• Records created after the student is no longer a student; alumni records

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

Releasable Information - Directory

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

- Student name
- Home address
- Email address
- Home telephone number
- Year of birth
- Dates of attendance at the University
- Dates of admission to the University
- University programs of study
- University degree completion dates and type of degrees earned
- Current enrollment status (full-time and withdrawn)
- Most recent previous institutions attended and degree(s) earned
- Grade level (freshman, sophomore, junior or senior)
- Photographs
- Honors and awards received
- Participation in officially recognized activities

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

To add a FERPA Hold Request, the student must complete and submit a FERPA Hold Request form to the Registrar’s Office. For a student to remove a FERPA Hold from their record, the student will need to fill out a FERPA Hold Release form.

For a student to remove previously authorized parties from their record, the student would complete a FERPA Release Rescind form listing any/all parties that information should no longer be released.

Mass Distribution of Student Information

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

Information Not Released - Non-Directory

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

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

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

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

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

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

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

• School officials with legitimate educational interest
• Person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials such as Apollo Group, Western International University, Netenx Scholarship Management, Aptimus, Prodigy, ASC, ECMC Solutions, National Student Clearinghouse, Paradigm, Inc., Education Sales Management, Double Positive, Hills Consulting Group, SCRIP-SAFE, Student Outreach Solutions, t3, Inside Track, Salesforce, Iron Mountain, Outsell Y-Connecting, Corev, IntraEdge, ITC InfoTech, iGrad, Sogeti, Vocado, and other services.


• Other schools to which a student seeks or intends to enroll
• Specified officials for audit and evaluation purposes
• Appropriate parties in connection with financial aid to a student
• Organizations conducting studies for, or on behalf of, the school
• Accrediting organizations
• To comply with a judicial order or lawfully issued subpoena
• Appropriate officials in cases of health and safety emergencies
• State and local authorities, pursuant to state law
• The U.S. Immigration and Customs Enforcement, in compliance with the Student Exchange Visitor
• Information System (SEVIS) program

• Under “Uniting and Strengthening America by Providing
Appropriate Tools Required to Intercept and Obstruct Terrorism Act (USA PATRIOT ACT) of 2001,” Section 507 amends FERPA and allows institutions to disclose without consent or knowledge of the student personally identifiable information from the student’s education records to the Attorney General of the United States or to his designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in 2332(g)(5)(B) or an act of domestic or international terrorism as defined in Section 2331 of Title 18 United States Code. Institutions that, in good faith, produce information from education records in compliance with an ex parte order issued under this amendment “shall not be liable to any person for that production”

• Under the Campus Sex Crime Prevention Act, institutions are permitted to disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act

The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or nonforcible sex offense and he or she has been found to have violated the institution’s policies and procedures with respect to the allegation.

Disclosures may only be made if the institution determines the student did violate its policies and such disclosures must only include the name of the student, violation committed and any sanction imposed by the institution against the student

• The institution must, upon written request, disclose to the alleged victim of a crime of violence, or a nonforcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim’s next of kin if so requested.

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

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

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

A school official has a legitimate educational interest if:

• Performing a task specified in his or her job description or contract
• Performing a task related to a student’s education
• Providing a service or benefit relating to a student or a student’s family
• Representing a school in which a student seeks to enroll
• Disclosing information to federal and state authorities auditing compliance of federal or state support programs
• Disclosing information in connection with financial aid, to determine financial aid eligibility, amount of aid, conditions for the aid, or to enforce the terms of conditions of the aid
• Disclosing information to state and local officials to whom this information is specifically allowed to be disclosed pursuant to state laws if the allowed disclosure concerns the juvenile justice system and the system’s ability to effectively serve the student whose records are released
• Performing studies on behalf of educational institutions
• Disclosing information to accrediting organizations carrying out their accrediting functions
The disclosure is to other school officials whom the University determines have legitimate educational interest.

The disclosure is to officials of other schools where the student seeks or intends to enroll.

The disclosure is subject to requirements of 34 CFR §99.35, to authorized representatives of the Comptroller General of the United States, Secretary, or state and local educational authorities.

The disclosure is in connection with financial aid the student has applied for or received, if the information is necessary for such purposes as to determine the following:
- Eligibility for aid
- Amount of aid
- Conditions for aid
- Enforce terms and conditions of the aid

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

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

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

**Student Right to Access**

Students wishing to review their educational records shall submit a written request to the Registrar specifying the records to be reviewed. Only records covered by FERPA will be made available. If necessary, the Registrar's Office will work with a campus designee so that the student can review the record.

FERPA regulations require the University to comply with the students' right to inspect and review their academic records by responding within 45 days from the time the University receives a written request to access their records. However, the Office of Admissions & Records will respond to students' requests to review their records within 14 days from receipt of the request. Students should submit their request to the University Registrar and specify the record or records they wish to have a copy of or to inspect. Students who wish to review their records at a campus location must present photo identification before access to educational records is allowed. For copies of records from a student's file, the student must fill out and submit the Student Request for Information From Files form.

Distance education students must submit a written request specifically outlining which record they would like to review. Upon verification of the student's signature, the records will be released.

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

**Procedure**

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

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

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

If the University denies the request to change the record, the Registrar will notify the student within 14 days of the decision and advise the student of his or her right to challenge the information.

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

The University shall be represented by a hearing panel appointed by the Registrar. The panel will be comprised of individuals that do not have a direct interest in the outcome of the hearing. The panel shall consider all relevant evidence supporting students' allegations of inaccurate or misleading information in students' records. Decisions of the panel will be final.

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

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

The statement will be maintained as a part of the student's record as long as the contested portion is maintained. If the University discloses the contested portion of the record, it must also disclose the statement.

If the University decides the information is inaccurate or in violation of the student's right of privacy, it will amend the record and notify the student within 14 days, in writing, that the record has been amended.
Exception: Students may not inspect and review the following absent a judicial order or legally issued subpoena:

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

University of Phoenix cannot deny students access to their records. Copies do not need to be provided, unless by not providing copies, the students’ rights are denied.

Exception: The University may release foreign transcripts to students.

The University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations, absent a judicial order or legally issued subpoena:

- Student has an unpaid financial obligation with the University.
- The University issues transcripts for students who have filed for bankruptcy, provided University of Phoenix obtains a copy of the bankruptcy petition filed with the courts.

Students have the right to file a complaint with the FERPA office in Washington, D.C. Inquiries should be directed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

For a period of 25 years following the death of a student, education records of deceased students may only be released to the executor of the estate (written authorization required) or immediate family members (notarized affidavit required) defined as: spouse or legally recognized domestic partner, parents, 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.

So lament Act

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

- Place of birth
- Level of education
- Academic major
- Degrees received
- Most recent educational institution attended

*This information may be released only when available. No information will be released if the student has a FERPA hold on record.

Gainful Employment Disclosures

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

Student Loan Code of Conduct

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

University of Phoenix encourages students to review the Student Loan Code of Conduct at http://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html to learn about loan regulations. Students should contact the University by email at PLL@phoenix.edu with any questions about the information in this document.

Consumer Privacy Policy

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

Scope of Privacy Policy

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

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

Information Collected

We collect various types of information through our sites and other websites where you can express interest in our services, through our mobile applications, over the phone and in person where print materials may be used to collect information from you. Some information is collected automatically through various web and Internet technologies, including social networking tools used by your University to foster communication and collaboration among members of our community. Other information is collected when you provide it in response to an advertisement, a survey or a request for information; apply for admission or financial aid; register for classes; order educational or other products and services; set up a social network or other site profile; or use one of our career resources, learning assessments, or other interactive tools. We may also obtain information from other sources and combine that with information we collect about you.
Information Uses
We will not sell, rent, or lease your Personal Information to others except as provided in this policy. We may collect, use, and disclose Personal Information for the following purposes:
• to determine your admissibility and to register you for your selected educational programs
• to provide requested products and services
• to respond to your inquiries and provide customer support
• to administer promotions in which you have indicated an interest
• for 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 academic and learning outcomes and preferences
• to analyze risk and business results
• to obtain payment for services that we provide to you
• to provide you with information concerning arrangements and other options for the repayment of funds loaned to you for your education
• to maintain business records for reasonable periods
• to enforce our Terms of Use
• to provide to Educational Partners, Business Associates or Unrelated Entities in connection with the contemplated or actual reorganization, merger, acquisition, financing, securitization, insuring, sale or other disposal of all or part of our business or assets, including for the purposes of determining whether to proceed with such transaction or fulfilling any records or other reporting requirements to such parties. In the event of any actual reorganization, merger, or acquisition such Information may be transferred as part of the transaction to the acquirer
• and/or as may be required or permitted by legal, regulatory, industry self-regulatory, insurance, audit, or security requirements applicable to Apollo, our Educational Partners, or our Business Associates.

Your Rights and Choices
Marketing Communications
If you do not wish to receive marketing email communications from us, you may express your choice where indicated on the applicable email or other communication, or cut and paste this link into a browser: http://mailout.universityofphoenix.com/web-docs/UnsubscribeEmail.html
If you do not wish to receive marketing telephone calls or mailings, you may express your choice to opt out by emailing Privacy@apollogrp.edu

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

Online Behavioral Advertising
We or our Business Associates may use data collected on this site for Online Behavioral Advertising purposes, e.g. to customize ads to you on other web sites as you browse the Web. If you do not want your browsing behavior on the Sites to be collected for Online Behavioral Advertising purposes, visit http://info.evidon.com/pub_info/184?v=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 products or services. For more information on your ability to opt out, email Privacy@apollogrp.edu

Other Important Information
We will take commercially reasonable measures to secure and store your information to protect against the loss, misuse and alteration of the information under our control. We utilize industry-standard security measures when accepting your credit card information during your registration or other transaction you have initiated with us, as well as whenever we ask you to log in to any of our sites.

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

You may also contact us via one of the below methods:
Phone: 1.800.866.3919
Email: USSC@phoenix.edu
Mail: University of Phoenix
Attn: Registrar’s Office
Mail Stop CF-L201, 4025 S. Riverpoint Parkway
Phoenix, AZ 85040
USA

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

How to Contact Us or Access Your Information
If you want access to or wish to update any of your personal information or have any questions about our privacy practices, contact the University Chief Ethics and Compliance Officer at Privacy@apollogrp.edu or Apollo Group, Inc.
Attn: Chief Ethics & Compliance Officer
4025 S. Riverpoint Parkway
Phoenix, AZ 85040 USA
Copyright Infringement and Peer-to-Peer File Sharing Policy

Copyright Law

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

Copied works protect original works of authorship and include:

- Books, articles and other writings
- Songs and other musical works
- Movies and Television productions
- Pictures, graphics and drawings
- Computer software
- Pantomimes and choreographic works
- Sculptural and architectural works

Specific information on copyright law and fair use may be found at the following sites:

- The U.S. Copyright Office: http://www.copyright.gov
- The Electronic Frontier Foundation fair use frequently asked questions: http://eff.org/IP/eff_fair_use_faq.php.

Copyright Infringement

The copyright law provides the owner of copyright in a work the exclusive right to the following:

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

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

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

Peer to Peer File Sharing

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

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

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

Violations and Penalties under Federal Law

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

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

University Plans to Effectively Combat Unauthorized Distribution of Copyrighted Material; Student Sanctions

A student's conduct in the University classrooms and websites is subject to and must fully conform to the University Student Code of Conduct policy; its Acceptable Use policy and any other 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 files sharing, may subject students and faculty to civil and criminal liabilities and the extent of the possible liabilities.

The Consumer Information Guide, http://www.phoenix.edu/about_us/regulatory/consumer-information.html, is available on the University website, is provided to potential students and employees, and is sent by email on a yearly basis to current students, faculty and employees.

Legal Sources for Online Music and Videos

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

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

The 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 P2P File Sharing Policy.

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

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

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

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

Filing Notice of Alleged Infringement

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

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

Filing Counter Notification of Alleged Infringement

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

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

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

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

CAMPUS SAFETY AND SECURITY

Campus Safety Policies

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

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

The information is intended to provide a general description of University of Phoenix campus safety policies; however, it is not intended to serve as a contractual agreement between the University and the recipient. Additionally, the University will disseminate and publicize, for each of its campuses locations, crime statistics from the most recent calendar year and two preceding calendar years. Please visit http://www.phoenix.edu/about_us/campus_safety/campus_safety_policies.html or http://cdn.assets-phoenix.net/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf to access a PDF file of University of Phoenix Campus Safety Policies.

Campus Crime Statistics

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


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

Statement of Policy On Sex Offender Registration

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

To learn the identity of registered sex offenders on or near a campus, or anywhere in the United States, visit the Sex Offender databases at http://www.sexoffender.com or http://nsopr.gov. You can search by city, county, or zip code. This information is collected by other agencies and this institution cannot guarantee this information is correct or complete. The information provided here is intended to be in compliance with the 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 Group, Inc., and University of Phoenix have established an emergency mass notification process that includes emergency escalation processes, mass notifications and supporting systems. These processes enable Apollo, and its subsidiary educational institutions to contact or send notices, alerts or warnings without delay to employees for Apollo, and University of Phoenix faculty, and students in an emergency, dangerous or otherwise high-risk situation at a University site.

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

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

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

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

Campus Security Authority Contact List

University of Phoenix campus security authorities assist in the safety of the University community by serving as contacts for University security issues. Contact information for all campus security authorities can be viewed at 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 American life. It threatens the workplace, our homes, our schools and our community. The U.S. Department of Education requires institutions of higher education to implement a drug prevention and awareness program for their students and employees through the Safe and Drug Free Schools and Communities Act.

All students are expected to conduct themselves as mature adults and as members of an academic community. The consumption of alcohol or other drugs while attending class or meeting with campus personnel is prohibited and may be subject to disciplinary action. All alcohol and other drug abuse policies, prevention and referral services are available on the University of Phoenix website located at http://www.phoenix.edu/about_us/campus_safety/campus_safety_policies.html.


Standards of Conduct

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

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

Pell Grant

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

Federal Financial Aid Penalties for Drug Convictions

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

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

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

More information about federal penalties and sanctions is located at http://www.justice.gov/dea/druginfo/ftp3.shtml. If the student was convicted of both possessing and selling illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period.

Possession of Illegal Drugs:

- First offense, a student loses eligibility for federal financial aid for one year from the date of conviction.
- Second offense, a student loses eligibility for federal financial aid for two years from the date of conviction.
- Third offense and subsequent offenses, a student is indefinitely ineligible for federal financial aid from the date of conviction.

Sale of Illegal Drugs:

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

How to Regain Eligibility

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

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

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

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

Constitutions During Enrollment

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

Institutional Sanctions for Alcohol and Drug Violations

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

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

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

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

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

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

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

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

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

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

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

The following Supplemental Standards for Candidates in College of Social Sciences Programs (“Supplemental Standards”) apply to these degree candidates before, during, and after their field placements, practicums, and internships. The Supplemental Standards address a candidate’s affective attributes and disposition to be a human services worker or counselor. A corresponding Professional Dispositions Rubric provides additional guidance.

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

1. The candidate contributes to a positive climate in the University classroom and all field placements, practicums, and internships.
2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.
3. The candidate is a thoughtful and responsive listener.
4. The candidate is committed to reflection, assessment, and learning as an ongoing process.
5. The candidate is willing to give and receive help.
6. The candidate is sensitive to community and cultural norms of the counseling and/or human services industry, the University classroom, and all field placements, practicums, and internships.
7. The candidate values human diversity and shows respect for others’ varied talents and perspectives.
Candidates in a University of Phoenix College of Education program leading to certification or licensure are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. These degree candidates participate in one or more field placements as part of their academic program. As prospective educators/administrators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession, as well as the University’s Student Code of Conduct. The College of Education has instituted processes to ensure that candidates demonstrate the appropriate behavioral and programmatic skills required of the profession. As such, candidate interactions with staff, faculty, fellow students, and external placement constituents are observed throughout their attendance. Additionally, candidates are regularly evaluated by the faculty and have access to counseling on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the profession and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate’s deficiencies and promote dialogue on how the candidate can improve and move forward in their program.

The Referral Process is not intended as punitive, but rather as a corrective measure to ensure candidates are prepared to enter their profession. During the course of their program, including general education courses, candidates are expected to conduct themselves in accordance with the Student Code of Conduct, Professional Dispositions Rubric, and Supplemental Standards criteria. Faculty members will closely monitor a candidate’s academic progress through a review of grades and dispositions. Should a student be reported for academic or behavioral issues at any time during their period of attendance, a student may be issued a Referral under the Supplemental Standards. A referral may be issued with or without a corresponding Student Code of Conduct action.

**Supplemental Standards**

The following Supplemental Standards for Candidates in College of Education Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements. The Supplemental Standards address a candidate’s affective attributes and disposition to be an educator/administrator. A corresponding Professional Dispositions Rubric provides additional guidance. A candidate’s ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management, and external placement constituents.

1. The candidate contributes to a positive climate in the University classroom and all field placements.
2. The candidate demonstrates mastery of written and spoken language for self expression, as well as for effective interaction in all settings.
3. The candidate is a thoughtful and responsive listener.
4. The candidate is committed to reflection, assessment, and learning as an ongoing process and believes that all students can learn.
5. The candidate is willing to give and receive help.
6. The candidate is sensitive to community and cultural norms in the University classroom and in clinical experience.
7. The candidate appreciates and values human diversity and shows respect and fairness for others’ varied talents and perspectives.
8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.
9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the education field.
10. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional educator/administrator.
11. The candidate maintains the highest ethical standards in interactions with faculty, students, staff, and external placement constituents, as well as in preparation and submission of required course work and the completion of tests.
Referral under the Supplemental Standards

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

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

Procedures for Processing Referrals

A. First Referral

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

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

3. The Campus College Chair and candidate will agree to a time/date when the candidate must meet with the Campus College Chair or designee to discuss why the referral occurred and whether or not a formal remediation plan or other corrective action is needed.

4. The candidate must meet with the Campus College Chair or designee.

5. Failure by the candidate to meet with the Campus College Chair within thirty (30) calendar days will result in the candidate being indefinitely suspended at the conclusion of his/her current course. A candidate suspended solely for failure to meet with the Campus College Chair will be reinstated to attendance following the meeting with the Campus College Chair or in accordance with the Remediation Plan.

NOTE: The Campus College Chair or designee may convene a meeting of the Candidate Retention Committee if the reported conduct is deemed serious enough to warrant possible recommendation options available to the Candidate Retention Committee. (See below for Candidate Retention Committee process.)

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

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

8. The candidate is expected to maintain contact with the Campus College Chair or designee regarding progress in completing the remediation plan or challenges with completing the remediation plan. Failure to complete the remediation plan in the time prescribed may result in an additional referral under the Supplemental Standards.

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

B. Two or More Referrals

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

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

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

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

Candidate Retention Committee

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

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

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

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

5. The candidate will not be permitted to have representation by an attorney or any other third party in this academic meeting.
6. After meeting with the candidate, the Candidate Retention Committee members shall dismiss the candidate from the meeting prior to their deliberations on a recommendation. The Candidate Retention Committee shall make one of the following recommendations:
   a. Take no action;
   b. Institute a formal remediation plan; or
   c. Withdraw the student from the program.

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

**Decision**

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

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

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

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

**Central Administration Appeal Committee**

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

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

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

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

5. The decision of the Central Administration Appeals Committee is final.
Policy on Nursing Ethics and Professional Competence

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

- University of Phoenix Professional Nursing Responsibilities.
- American Nurses Association Code for Nurses.

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

Expectations for conduct and the standards are discussed in the beginning classes for either the baccalaureate or graduate degree programs. Content supporting this information is provided to students in their program handbooks.

Students' Right to Privacy

The University of Phoenix maintains compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. FERPA defines requirements which are designed to protect the privacy of student records maintained by the University. The law requires that:

1. Students should be provided access to official records directly related to them. Students who wish to see their records must make an appointment or submit a written request through the University Registrar’s Office or local campus office.
2. Students may not remove any materials, but are entitled, at their expense, to one copy of any materials contained in their file, unless a disclaimer appears on the document indicating that the student is not to be given a copy, or if the student waived the rights to the document.
3. Students be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the faculty member.
4. Students' written consent must be received prior to releasing personally identifiable student data from their records to other than a specified list of exceptions.

The University is authorized to release public directory information concerning students. Directory information includes the student's name, address, phone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Directory information is subject to release by the University at any time unless the Registrar has received a prior written request from the student specifying that the information not be released.

The University is authorized to provide access to student records to University officials and employees who have legitimate educational interests for such access; these are persons who have responsibilities in the University’s academic, administrative, service, or research functions.

A copy of the University’s FERPA policy is available to students through the Registrar’s Office or the student ecampus website at: http://ecampus.phoenix.edu.

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

Students have the right to restrict disclosure of directory information. Written requests for privacy holds should include name, IRN, address, specific records to be withheld and/or to whom the privacy hold applies, and the student’s signature and date. Requests are valid throughout student’s enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4025 South Riverpoint Parkway, Mail Stop CF-L201, Phoenix, AZ 85040, Fax (480) 643-1600.
The Student Code of Conduct of University of Phoenix supports the University’s mission to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities.

Students are expected to conduct themselves ethically, honestly, and with integrity as responsible members of the University’s academic community. This requires the demonstration of mutual respect and civility in academic and professional discourse.

A University is a marketplace of ideas and, in the search for truth, it is essential that freedom exists for contrary ideas to be expressed. Accordingly, students are expected to respect the rights and privileges of others and to foster an environment conducive to learning. Students are accountable for their actions and are required to work independently, as well as collaboratively with teams, in achieving learning goals and objectives.

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

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

1. Actions, oral statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students.
2. Harassment that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member.
3. Sex discrimination/sexual harassment that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member. This includes, but is not limited to, sex discrimination, sexual harassment, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal, or physical conduct of a sexual nature including sexual violence.
4. Stalking or persistently pursuing another person that has the effect of imposing unwelcomed contact and/or communication.
5. Disruptive behavior that hinders or interferes with the educational process.
6. Violation of any applicable professional codes of ethics or conduct.
7. Failure to promptly comply with any reasonable directive from faculty or University officials.
8. Failure to cooperate in a University investigation.
9. Carrying of weapons on campus, at campus-sanctioned events, or when meeting with campus personnel. (This policy is not applicable to students who are law enforcement officers required by law to carry firearms at all times).
10. Using, dealing in, or being under the influence of alcohol, other substances or illegal drugs while in class, at campus-sanctioned events, or when meeting with campus personnel.
11. Failure to maintain confidentiality and respect the privacy of personal or professional information communicated about clients, one’s employer, other students or their employers.
12. Falsification, alteration or invention of information, including, but not limited to, any third party document used to apply for financial aid, or lying during a University investigation.
13. Violation of the Student Code of Academic Integrity.
14. Violation of the policy on Acceptable Use of University Computing and Communication Resources for Students and Faculty.
15. Hazing (any action which recklessly or intentionally endangers the mental health or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any University-sanctioned organization).
16. Violation of University regulations and policies (in addition to those regulations and policies covered by items 1-15 above).
17. Violation of federal, state, or local laws or regulations that impacts the University’s educational environment.

Student Code of Academic Integrity

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

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

1. Plagiarism - Intentional or unintentional representation of another’s words or ideas as one’s own in an academic exercise. Examples of plagiarism include but are not limited to:
   a. The exact copy of information from a source without proper citation and without use of quotation marks or block quotation formatting. If any words or ideas used in a class posting or assignment submission do not represent the student’s original words or ideas, the student must distinguish them with quotation marks or a freestanding, indented block quotation (for a quotation of 40 or more words), followed by the appropriate citation in accordance with the Publication Manual of the American Psychological Association. When a student copies information from a source, he or she must acknowledge the source with quotation marks or block quotes irrespective of whether or not the source has been formally published.
   b. Paraphrasing statements, paragraphs, or other bodies of work without proper citation using someone else’s ideas, data, language, and/or arguments without acknowledgement.
   c. Presenting work as the student’s own that has been prepared in whole or part by someone other than that particular student. This includes the purchase and/or sharing of work.
2. Self-plagiarism, double dipping, or dovetailing - Submission of work that has been prepared for a course without fair citation of the original work and prior approval of faculty. Students who submit assignments that were previously submitted in any prior course are subject to the same consequences they would face if they plagiarized these assignments. The use of one's previous work in an assignment requires prior approval from the current faculty member and citation of the previous work.

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

4. Unauthorized Assistance - Use of materials or information not authorized by the faculty member to complete an academic exercise, or the completion of an academic exercise by someone other than the student. This includes the purchasing of services to partially or fully complete academic work.
   a. Students must rely upon their own abilities and refrain from obtaining assistance in any manner that faculty does not explicitly allow. This includes but is not limited to providing or receiving answers to an exam, use of faculty materials or answer keys, or a student having someone take his or her exam.

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

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

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

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

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

1. **Campus Code of Conduct - all violations unless related to student records or sex discrimination/sexual harassment.**
   - a. Alleged Violations are subject to a fair and impartial process and may result in a warning or charge.
     i. Investigation - alleged violations will be investigated in a prompt, thorough, and impartial manner. The investigation will gather relevant evidence, including, but not limited to, pertinent documents and statements from witnesses.
     ii. During an investigation a student may be removed from class, campus-sanctioned events, and other University functions after review and consultation with the Office of Dispute Management.
   - b. Notification - A student who is charged will be notified of the specific charge(s) in writing and will be given ten (10) days to submit a written response to the designated University official.
     i. Failure of a student to respond to the Charging Letter will result in suspension from the University following completion of the current course if the student is actively attending classes and is not subject to immediate suspension.
     ii. In those instances where it is determined the conduct does not warrant a Charging Letter, a Warning Letter and/or counseling to the student will be provided. Note: A Warning Letter is not appealable.
     iii. If this is a drug and/or alcohol related offense the campus must also notify the Office of Dispute Management.

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

   - d. **Ethics Committee:**
     i. After the campus investigation is completed and the student has responded to the Charging Letter, an Ethics Committee will be convened to review the file, make findings of facts and recommendations to the Campus Director of Academic Affairs or the Campus Director of Operations (or designee).
     ii. The Ethics Committee will be facilitated by an impartial University administrator and composed of at least three impartial individuals who have no prior involvement with the student or the investigation: a campus administrator, a faculty member, and a student representative.
iii. The preponderance of the evidence standard of proof (more likely than not) will be used to weigh the evidence and make a recommendation to the Director of Academic Affairs, Director of Operations, or designee about whether a violation occurred and what sanction, if any, is warranted.

iv. Students will be afforded the opportunity to address the Committee via teleconference to make a statement in their defense.

v. Students are not entitled to representation by an attorney or any other third party at any point in the process.

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

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

viii. The Committee members sign a Confidentiality Statement for Committee Members and, after the Committee’s deliberations, the Case Packs 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 not limited to, documented counseling by a University staff member, loss of academic credit, 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 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 Vice President of Office of Admissions & Records, and the Dean of the accused student’s college (or their respective designees). The decision of the SMRC is final and will be communicated directly to the student and the campus.

2. An alleged violation of the Student Code of Conduct that relates to student records will be forwarded 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, suspension and/or expulsion.

ii. A recommendation of expulsion by the decision maker will be automatically reviewed by the SDRC in the ODM and must be endorsed before the Registrar communicates that sanction to the student.

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 Vice President of Office of Admissions & Records, and the Dean of the accused student's college (or their respective designees). The decision of the SMRC is final and will be communicated directly to the student and the campus.

3. 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-SX01, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.

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

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

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

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

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

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

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

iii. The complainant(s) shall be notified of when and if a Charge Letter or warning is sent to the respondent(s).
c. Student Response
   i. A student response acknowledging guilt will be sent to the Title IX Coordinator (or designee), who will determine the appropriate sanction(s).
   ii. A student response denying the charge(s) will follow the committee process outlined below.

d. Title IX Committee:
   i. After the investigation is completed and the student has responded to the Charging Letter, opposing parties will be afforded the opportunity to present written witness statements for inclusion in the Title IX Case Packet.
   ii. The Title IX Committee will be convened to review the file and make findings and recommendations to the Title IX Coordinator or Deputy Coordinator (a designee may be appointed if the Coordinator has recused himself/herself).
   iii. The Title IX Committee will be facilitated by an impartial administrator from the Office of Dispute Management.
   iv. The Title IX Committee composition will be at least three impartial individuals who have no prior involvement with the parties or the investigation: a director (or designee), a faculty member, and a student.
   v. The Title IX Committee will use the preponderance of the evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Title IX Coordinator, Deputy Coordinator, or designee about whether a violation occurred and what sanction, if any, is warranted.
   vi. Students and complainants will be afforded the opportunity to separately address the Title IX Committee to make a statement in their defense. This may be done via teleconference.
   vii. Students are not entitled to representation by an attorney or any other third party at any point in the process. However, in accordance with the HEOA, opposing parties are entitled to have third parties present during the committee process. (Note: The third party cannot be an attorney).
   viii. Tape, digital, or other electronic recording of the committee meeting is not permitted.
   ix. The Title IX Committee members are given a Case Packet with all relevant information for the committee meeting, including any written response received from the student, opposing parties’ statements, all evidence discovered during the investigation, and any written witness statements the parties have submitted.
   x. The Title IX Committee members sign a Confidentiality Statement for Committee Members and, after the Title IX Committee’s deliberations, the Case Packets are required to be destroyed in order to maintain confidentiality.

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

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

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

f. Sanctions:
   i. If a violation is found, disciplinary sanctions will be based on the seriousness of the situation and may include, but are not limited to, documented counseling by a University staff member, loss of academic credit, suspension and/or expulsion.
   ii. A recommendation of expulsion by the decision maker will be automatically reviewed by the Student Discipline Review Committee in the Office of Dispute Management and must be endorsed before the Title IX Coordinator communicates that sanction to the student.

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.

i. Where a student is found to be in violation of the Student Code of Conduct after receiving a Charging Letter, they may appeal the decision to the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) within ten (10) days of receiving the Title IX Coordinator’s decision. Additionally, the complainant has the right to file an appeal.
   ii. The SDRC is comprised of a senior manager from the University, a Regional Director of Academic Affairs, and an Associate or Assistant Dean from the accused student’s college (or their respective 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 Vice President of Office of Admissions & Records, and the Dean of the accused student’s college (or their respective designee). The decision of the SMRC is final and will be communicated directly to the student and the campus.
The following policy and procedures are to be used to resolve disputes by both current and former students of the University. Students are encouraged to bring the concerns outlined below to the attention of the appropriate individual/department, as set forth in Step One below. These individuals/departments will investigate and resolve such concerns accordingly. A covered dispute is subject to the conditions below and may be submitted to the formal Dispute Resolution Procedures set forth in this section if not satisfactorily resolved through the prior intervention of Step One.

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

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

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

- **Level Two disputes** involve all other disputes, any resulting resolution must be agreed to by the parties, and resolve such concerns accordingly. 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**

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

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

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

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

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

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

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

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

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

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

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

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

Academic Advisement

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

Registration

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

Students must sign an Enrollment or Disclosure Agreement for the degree program which they intend to pursue. Students who change programs or who reenter after an absence of one year or more must sign a new Enrollment or Disclosure Agreement.

The student’s enrollment agreement defines the student’s curriculum and degree requirements. The executed enrollment agreement will be effective for a one year time period from the date signed. If the student has not started their program within this timeframe, the student will be required to submit new admissions paperwork (application and Enrollment/Disclosure Agreement) and update to the most recent version available at their campus.

Admission Statuses

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

Admitted (AM) Status

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

Graduate Provisional (PV) Status

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

Registered (RR) Status

Students qualify for registered status upon completion of the application for admission and payment of the application fee (if applicable). Qualified degree-seeking students in the business, human services, management, education, counseling, computer information systems, psychology or nursing programs may attend a maximum of four courses under registered status. The University makes no guarantees of a favorable admission to students enrolled in course work under registered status.

Registered International Credentials (RI) Status

Students using copies of international academic credentials qualify for registered with international credentials status upon completion of the application for admission and payment of the application fee (if applicable). Students will not be granted unconditional admission using copies of international credentials until verification of the credentials or an original international academic record is received. Qualified degree-seeking students in the business, human services, management, education, counseling, computer information systems, psychology or nursing programs may attend a maximum of four courses under registered status. The University makes no guarantees of a favorable admission to students enrolled in course work under registered with international credentials status.

Orientation Pending (OP) Status

Undergraduate degree applicants with less than 24 credits of previous college credit/experience as listed on their admissions application will be granted Orientation Pending (OP) admitted status after all admission documents have been received, the admission file has been reviewed, and all admission requirements for the chosen program have been met. As a condition of admission, students on Orientation Pending (OP) admitted status must satisfactorily complete the University Orientation prior to gaining unconditional admission status.

Deferred Admission (DF) Status

Students will be granted deferred admission (DF) if documents or information required for admission (AM) are missing from the file. Students will remain on DF status until the required documents or information is received. Students on DF status cannot attend class and will be administratively withdrawn from the university until
the status is resolved.

Conditional (CD) Status

Students who are high school seniors who have not yet graduated may be granted conditional status upon completion of the admission application and payment of any required fees. Students are not permitted under this status, and upon completion of high school, students may apply for admission to a specific associate degree program.

Non-Degree (ND) Status

Individuals interested in taking coursework at the University, but not interested in pursuing a degree, may register as non-degree students. Non-degree students enrolling in single courses within a degree or certificate program must meet the admissions requirements for the respective college or school. Students may also register for single courses for credit that are not currently part of a degree program or for non-credit bearing courses resulting in Continuing Education Units (CEU), Professional Development Units (PDU), or Contact Hours. Non-degree status may be granted upon completion of the application. Placement on this status for a student is determined by the campus in which the student seeks to complete non-degree coursework.

Admission Deadline Exceeded (DE) Status

Students who are unable to attain admitted status by the completion of their fourth university course will be placed on Admission Deadline Exceeded (DE) status and be administratively withdrawn from the university.

Denied for Cause (DC) Status

Applicants for admission who have violated a University policy or procedure or committed some other act which, if he or she were already a student, would subject him or her to sanctions for violating the Student Code of Conduct will be placed on denied for cause status (DC) and will be administratively withdrawn from the university.

The University will not admit applicants who show by their actions that they are unable to meet the University’s expectations for adherence to the Student Code of Conduct.

Denied Admission (DN) Status

Applicants who do not meet the minimum requirements for admission to a program will be placed on denied admission status and be administratively withdrawn from the university.

Re-entry Required (RE) Status

Students who were previously admitted (AM, PV, IV, OP) into a program but have not posted positive attendance in a course for 365 days will be placed on Re-entry Required (RE) admission status. Students placed on Re-entry Required (RE) status will be required to re-enter the most current program/version in their state or jurisdiction and submit an application, enrollment agreement and any other documents as required by the new program.

Admitted with Condition (AC) Status

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

Student Academic Statuses

The following statuses are applicable to students regardless of degree program they are pursuing. Official decisions regarding your admissions and academic statuses may be delivered to you via your student website or US Mail.

Regular

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

Academic Disqualification

Academic Disqualification results when students on academic probation fail to achieve the minimum grade point average at the conclusion of the probationary period of four (4) consecutive courses. Students who have been Academically Disqualified will be administratively withdrawn from the university and are not eligible for readmission until the lapse of six months from the date of disqualification. The date of disqualification will be the course end date of the final course completed within the AP sequence. No exceptions to the 6 month disqualification will be granted by the Student Appeals Center (SAC). On the conclusion of the 6 month disqualification students can petition the Student Appeal Center to return. The student may be required to retake or replace the course(s) with the lowest grade(s) earned. Students on Academic Disqualification may not transfer to another degree program or major until they have fulfilled the requirements for reentry as determined by a SAC appeal. The University will note the date a student is placed on and removed from Academic Disqualification on the permanent transcript. The existing schedule will be deleted and scheduling will be restricted for students placed on Academic Disqualification.

Scholastic Disqualification

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

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

NOTE: Students who have been placed on Scholastic Disqualification may not transfer to another degree program or major until they have fulfilled the requirements for progression unless otherwise determined by the Campus Director of Academic Affairs and the Dean of the College for the new program/version.
Scholastic Suspension
Scholastic Suspension occurs when a student is suspended for a period of time or indefinitely from the University as determined by appropriate campus officials and/or Central Administration. The student will be administratively withdrawn from the university if placed on Scholastic Suspension. A student may be placed on Scholastic Suspension due to a violation of the Student Code of Conduct or for the failure to meet the minimum grade requirement after the second attempt of a course required for progression in their degree program. The University will note the permanent transcript with the date a student is placed on and removed from Scholastic Suspension. A student may appeal to the Student Appeals Center to have the Scholastic Suspension removed if it is based on violation of the Student Code of Conduct. A student may appeal to the Central Administration Appeals Committee to have the Scholastic Suspension removed if it is based on a violation of the Student Discipline Review Committee 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 violation of the Student Code of Conduct. A student may appeal to the Central Administration Appeals Committee to have the Scholastic Suspension removed if it is based on a violation of the Student Code of Conduct.

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

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

Students who have been Disqualified for Admission (placed on DA academic status) may not transfer to another degree program or major until they have fulfilled the six month disqualification period and have received approval through a student appeal.

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

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

Academic Probation
Academic probation shall occur when a grade point average (GPA) falls below acceptable levels for the program. Probation lasts for a period of four consecutive program applicable courses. Concurrent enrollment is prohibited during the four course AP sequence.
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. Level 1S: Level 1 Candidate Status Satisfied: Student has met the admissions requirements and has been admitted. Level 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. Level 2S: Level 2 Candidate Status Satisfied: Student has met the additional requirements by the specified deadline indicated in the program requirements. Level 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.azppsce.gov.
- In Arkansas, the student may contact the Arkansas Department of Higher Education, 114 East Capitol, Little Rock, AR 72201-3818; telephone (501) 371-2065.
- In California, a student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau’s Internet Web site http://www.bppe.ca.gov/. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at PO Box 980818, W. Sacramento, CA 95798-0818, http://www.bppe.ca.gov/, telephone (916) 431-6959, (888) 370-7589.
- In Colorado, the student may contact the Department of Higher Education, Commission on Higher Education, 1300 Broadway Road, Second Floor, Denver, CO 80203; telephone (303) 866-2723, (303) 866-4209.
- In Connecticut, the student may contact the Connecticut Office of Higher Education, 61 Woodland Street Hartford, CT 06105-2326; telephone (860) 947-1800, (860) 947-1310.
- In Delaware, the student may contact the Delaware Department of Education, The Townsend Building, 401 Federal St., Suite 2, Dover, DE 19901-3639; telephone (302) 735-4000.
- In Florida, the student may contact the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400; telephone (850) 245-3200 or (888) 224-6684.
- In Georgia, the student may contact the Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, GA 30084; telephone (770) 414-3306.
- In Hawaii, the student may contact the Business Registration Division of the Hawaii Department of Commerce and Consumer Affairs, P.O. Box 40, Honolulu, HI 96810; telephone 808-586-2744.
- In Idaho, the student may contact the Idaho State Board of Education, P.O. Box 83720, Boise, ID 83720-0037; telephone (208) 332-1587.
In Illinois, the student may contact the Illinois Board of Higher Education, 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, 603 E. 12th Street, 5th Floor, Des Moines, IA 50319; telephone (515) 725-3400.

In Kansas, the student may contact the Board of Regents, 1024 Capital Center Drive, Suite 320, Frankfurt, KY 40601-8204; telephone (502) 573-1555 ext. 350.

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

In Maine, the student may contact the Maine State Board of Education (MSBE), 23 State House Station, Augusta, ME 04333-0023; telephone (207) 624-6616.

In Maryland, the student may contact the Maryland Higher Education Commission, 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 36211, 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, the student may contact the Washington Student Achievement Council, PO Box 43430, Olympia, WA 98504-3430; telephone (360) 753-7869, 360.753.7866.

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

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

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

In Wyoming, the student may contact the Wyoming Department of Education, Hathaway Bldg., 2Floor, 2300 Capitol Avenue, Cheyenne, WY 82002-0050; telephone (307) 777-5712. You may obtain a copy of the University’s accreditation and/or license documents, or information on how to contact any of the agencies that regulate the University, by contacting Apollo Legal Services at (602) 557-8119.
Grading Procedures

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

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

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

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

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

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

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

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

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

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

*I = INCOMPLETE

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

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

*IP = IN PROGRESS

An IP grade may be awarded in the following instances:

- IP grade can only be awarded in qualified courses by the instructor and are allowed additional time to complete requirements.

- IP grade will default to a QC or F, depending on the course, if a letter grade is not posted by the instructor by the end of the IP timeframe.

- Faculty are not required to subtract one letter grade for IP grade awards.

- An IP grade is not calculated into the GPA.

*IX = IN PROGRESS EXTENSION

An IX grade may be awarded in the following instances:

- This grade is only awarded to eligible students who require reasonable accommodations under American Disabilities Act (ADA).

- A new IX course completion date must be determined by the Disability Services Advisor and can range from 5 weeks to 15 weeks.

- Students who require reasonable accommodations will not be penalized one letter grade after completing the course to comply with an academic adjustment granted by the University in accordance with the ADA.

- IX grade will default to an F when the course exceeds its expiration date and no grade has been submitted.
• An IX grade is not calculated into the GPA.
*QC = No grade awarded.
A QC is awarded in the following instances:
• This grade may be used for zero credit courses once the attendance requirement has been satisfied.
• A QC grade may automatically post for certain Doctoral and Counseling courses when the IP period expires and no formal grade has been submitted.
• A QC grade is not calculated into the GPA
• This grade allows students to repeat a course (doctoral dissertations, etc.) without penalizing their GPA.
AU = AUDIT
• Students may register for and audit selected University courses upon campus approval and payment of an audit fee.
• Students who audit a course must meet the following conditions:
  • Students must obtain the campus Director of Academic Affairs approval to enroll in the course.
  • Auditing students are passive participants in the class and are not held accountable for Study Group Task/Team work nor for assignment submission unless otherwise negotiated with the faculty member.
  • Auditing students are governed by all University policies and procedures that apply to non-auditing students.
  • Department chairs determine which courses within their department are appropriate for audit.
  • Auditing students will receive a designation of “AU” on their permanent record which will not carry any academic credit.
  • Auditing students may not change their auditing status after attending one night of the course.
*W = WITHDRAWAL
Student withdrew due to exceeding the maximum allowable absences from the course or has been administratively withdrawn by the university. A “W” grade will be issued in the following scenarios:
• The student recorded positive class attendance in at least one scheduled class and failed to meet the class attendance requirements due to exceeding the maximum allowable absences.
• The student recorded positive class attendance in at least one scheduled class and has been administratively withdrawn from the university and/or program during the course.
*WF = WITHDRAWAL/FAILING
Student withdrew from the course and the faculty member determined that the student was failing the course at the time of the withdrawal. The student attended at least one (1) night of a course and reaches the maximum allowable number of absences. Quality points are 0.00; the grade is not calculated in the GPA.
P = PASSING
Student satisfactorily completed the course.
NC = NO CREDIT
Student withdrew from the course; no grade was issued.
WC = WAIVED WITH CREDIT
University of Phoenix required course, waived with credit.
* In order for a student to move forward within a Student Financial Aid academic year and/or meet the standards for satisfactory academic progress, he or she must successfully complete the required credit hours within prescribed timelines. Courses completed with 0 credits and/or grades that are not calculated in the GPA will not qualify as successfully completed courses. Therefore, students receiving a F, W, WF, I, IP or QC as a final grade will be required to successfully complete additional courses to make up for credit deficiency(ies) within their academic year. A Student Financial Aid academic year consists of a minimum of 24 credits and 30 weeks.

Grade Reports and Transcripts
At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at https://ecampus.phoenix.edu. Students who require grade verification must request an Official Grade Card or may print a grade summary from the student website. University of Phoenix students may also request a grade verification letter through Office of Admissions & Records Support Center.
The student’s official transcript is prepared by the Registrar’s Office. The transcript will show the courses, grades, credits, and dates of instruction for each course. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid.
Only a summary of credits transferred by institution will be included on the transcript. If you need itemized information for these credits the student must contact the school where the credits were completed.
NOTE: Students may repeat courses. Only the grade and credit for the most recent repetition is used in calculating total hours earned and total cumulative grade-point averages. However, the original and repeated grades remain on the transcript bearing a symbol to show that a particular course has been repeated.
Transcripts will be released only to students who are in good financial standing with the University.

Transcript Request Forms are available at any University of Phoenix campus. Completed forms should be mailed to the Office of the Registrar, University of Phoenix, 4025 S Riverpoint Parkway CF-L201, Phoenix, AZ 85040. The Family Education Rights and Privacy Act of 1974 requires that all mail-in transcript requests be submitted in writing and be signed by the student.
Students may request official transcripts from the student website (https://ecampus.phoenix.edu) by selecting the Services menu and following the directions for requesting a transcript.
The University cannot release transcripts received from other institutions. Copies of these transcripts must be obtained from the original institution. All official transcripts submitted to University of Phoenix become the property of the University and will not be returned to the student.
All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. All student record information is maintained on the University computer system, paper and/or microfiche, microfilm, disc or electronic imaging system.

Grade Disputes and Grade Corrections
Students should raise concerns or questions about perceived assignment and course grading errors directly with faculty promptly after receiving feedback and grades. No one other than the faculty member teaching the course may determine assignment or course grades for a student. Students are not allowed to submit extra work to raise their grade. Students’ grades represent the work and knowledge level attained within the regularly scheduled course dates.
Grades on individual assignments may be changed by the faculty.
at anytime while the course is in session. Students' grades may not be changed by the faculty member after final grades have been submitted unless the student initiates the grade dispute process or the faculty member determines the original grade was improperly calculated.

Students disputing a grade received may contact their Academic Representative, who will assist the student with initiating a grade dispute. However, the decision regarding whether to change the grade rests solely with the faculty member. A grade dispute must be initiated within six (6) weeks of the grade posting date.

**Program Changes**

Students wishing to change their program/version must enter into the most current program or version offered in their state or jurisdiction. Students must do this through consultation with appropriate campus personnel. Students changing into a new program must have documentation on file that meets all admission requirements for the new program being entered. Students who are changing programs to a new program that has employment/work experience/access to work environment requirements must submit a Program Change Addendum. Previously transferred or completed University of Phoenix coursework may not apply to the new program requirements due to differences in degree and content requirements for the new program being entered.

**Diploma Application and Degree Conferral**

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

**Posthumous Degrees**

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

**Degree Posting**

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

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

**Graduation with Honors**

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

**Participation in Commencement Ceremony**

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

All Bachelors level students who have met the University Honors requirements, and have been degree conferred, will be recognized at commencement ceremonies with the University honor cord. (Students must be degree conferred before the ceremony date.) Per the Massachusetts Board of Higher Education, Online students are restricted from participating in commencement ceremonies held in Massachusetts.

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

**Program Completion Deadlines**

Program completion deadlines have been established for all programs offered by the University and are applicable to all continuously enrolled students. Program completion deadlines are calculated based on the first date of positive recorded attendance in the first program applicable course and are listed below:

<table>
<thead>
<tr>
<th>Program</th>
<th>Years for Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Associate of Arts</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Associate of Arts (Credit Recognition)</td>
<td>within 2 years</td>
</tr>
<tr>
<td>Bachelors (Credit Recognition)</td>
<td>within 8 years</td>
</tr>
<tr>
<td>Masters</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Doctoral except for PHD/IO &amp; EdS</td>
<td>within 6 years</td>
</tr>
<tr>
<td>PHD/IO</td>
<td>within 9 years</td>
</tr>
<tr>
<td>EdS</td>
<td>within 3 years</td>
</tr>
</tbody>
</table>
Disclaimer on Job Placement

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

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 solicit information such as:

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

Classroom Performance Review

The University is committed to providing excellent instructors, which necessarily calls for an ongoing system of faculty evaluation. Faculty members receive periodic Classroom Performance Reviews and feedback from Student End-of-Course Surveys. Faculty members also have an opportunity to provide the University with input about course curriculum, University services, and other related topics at the end of each course. Campus staff review and follow up on all input and feedback from students and faculty. A periodic Classroom Performance Review is completed for each active faculty member at least once every two years. The review represents one method of faculty evaluation based on a class observation. Each review is conducted with a standardized form by a trained reviewer. Based on the observation, campus academic leadership and the faculty member discuss strengths and areas for improvement related to the faculty member’s facilitation skills, assessment and feedback practices, coverage of course objectives, and overall class management.
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UNIVERSITY OF PHOENIX ALUMNI ASSOCIATION

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

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

Career Resources

• The Alumni Association Career Workshops series offers an opportunity for alumni to receive career tips in-person at local campus location. Currently there are four workshops focusing on Informational Interviewing, Resume Building, Managing Up and Your Brand. More workshops will be coming soon. The workshops are taught by University of Phoenix faculty and alumni are invited to participate.

• Alumni Career Center - Phoenix Career Services and the Alumni Association have teamed up to provide you with a career portal that will help you make contact with recruiters looking to hire University of Phoenix graduates. The job portal is located under the Career Resources tab on the Alumni Association website at alumni.phoenix.edu. In addition to searching the job banks, alumni can take advantage of resume assistance, peruse sample cover letters and network with professional networking associations.

Alumni Services

• Alumni Directory - The Alumni Directory connects graduates of University of Phoenix in the same industries or geographical locations and builds a foundation that promotes communication and networking.

• Mentor Program - One person can make a huge difference in someone’s career. Be the one. Be a mentor. The program connects students and alumni in the same field of study, industry or location. You can sign up to become a mentor today on the Alumni Association website.

• Alumni Chapters - Currently there are 29 Alumni Chapters across the country in cities such as Sacramento, Chicago, Phoenix, Seattle, Denver, Houston, Philadelphia and Orlando. Join a local alumni chapter to connect and network with alumni in your area. To learn more, visit alumni.phoenix.edu or email alumni@phoenix.edu.

• Benefits & Savings - University of Phoenix has partnered with numerous businesses to offer benefits and savings to alumni. Registered members of the Alumni Association can take advantage of the many businesses that offer special rates through the University Marketplace available through the Alumni Association website.

• Scholarships - Throughout the year University of Phoenix offers a variety of scholarship opportunities for prospective and current students. The Center for Scholarship Excellence and Alumni Association also have scholarship specifically designed for alumni. The Alumni Association will make announcements when alumni specific scholarship opportunities are available. The CSE website, http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html, is updated regularly as opportunities become available.

• Get Connected - When our network grows, so does yours. Start connecting and networking with fellow graduates by join the Alumni Association on Facebook, LinkedIn, and Twitter.

• Homecoming - The Alumni Association hosts more than 80 homecoming events across the country each fall. From sporting events, to exclusive receptions, homecoming offers something for everyone. To see albums from the Homecoming 2013 events visit the Alumni Association Facebook page.

• Phoenix Focus - The University of Phoenix alumni electronic magazine helps you learn about fellow alumni who are making strides in their careers, offers monthly articles on career tips and advice and reports the latest on industry trends. Visit the magazine portal at phoenixfocus.com to view the latest issue. Do you have a success story to share? Submit your story through the magazine portal at "Share your story."

Additional Information

Visit us on the Web at alumni.phoenix.edu
800.795.2586
E-mail address: alumni@phoenix.edu
Phoenixfocus.com
www.facebook.com/uopxalumni
www.twitter.com/uopxalumni
linkd.in/uopxalumni
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Admission Procedures

Application Process

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

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

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

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

Transcript Requests of Other Institutions

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

Official Transcript Time Limits

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

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

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.
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a recognized college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

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

- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
  - A completed and signed undergraduate application
  - A signed Enrollment/Disclosure Agreement.
  - Completion of any state-specific required documents or forms.
  - Students enrolled in programs that are not administered under the Risk Free Period Policy*, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).

Students who begin their studies at campuses located in the states listed below are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.
• Students attending a local campus in Oklahoma must provide written documentation of vaccinations or immunity against Hepatitis B, measles, mumps, and rubella (MMR). Students must demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

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

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

• Full-time students enrolled at a public or private institution of higher learning in New Jersey are required by law to maintain health insurance coverage, either through a school sponsored health insurance plan, or an alternate plan with comparable coverage. All students attending a local campus in New Jersey must complete the Student Health Insurance Election form indicating either that they have either enrolled in the University’s sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not maintain health insurance coverage throughout the period of enrollment or who do not complete the Health Insurance Election Form each calendar year may not enroll in further courses until the Health Insurance Election Form has been completed, verifying the student has appropriate health insurance coverage in compliance with state law.

• Full and part-time students enrolled in a college, university or other institution of higher learning in Massachusetts must participate in a school sponsored health insurance plan, or an alternate plan with comparable coverage. All full and part-time students attending a Massachusetts local campus must complete the Student Health Insurance Plan Enrollment/Acknowledgement form indicating either that they have either enrolled in the University’s sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not complete the Enrollment/Acknowledgement form each calendar year may not enroll in further courses until the form has been completed and the student has appropriate health insurance coverage.

Students who begin their studies at campuses located in Hawaii are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

The Hawaii State Department of Health requires that all students attending school at a campus in this state who were born after December 31, 1956, be immunized for measles-mumps-rubella (MMR). Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

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

• A medical exemption may be granted to specific vaccines.

• A U.S. licensed physician (M.D. or D.O.) must state in writing that giving a specific vaccine would endanger the student’s life or health, and specify the reason based on valid medical contraindications.

• The physician must state the length of time during which the vaccine would endanger the student’s health or life.

• The exemption certification must be signed by the physician on the physician’s printed stationery.

• A religious exemption may be granted if the student signs a statement certifying that the student's religious beliefs prohibit the practice of immunization.

• If the State of Hawaii Director of Health determines that there is a danger of an outbreak from any of the diseases for which immunization is required, no exemption shall be recognized and inadequately immunized students shall be excluded from school until the Director has determined that the outbreak is over.

• A copy of each exemption must be kept in the student’s health record at school.

The Hawaii State Department of Health requires that all students attending school at a campus in this state provide a Certificate of TB Examination issued in the United States within 12 months prior to their first attendance in a post-secondary school in Hawaii. A completed Certificate of TB Examination shall be submitted prior to the first day of class or the student will not be permitted to attend class. Students shall complete Section A of this form, or submit a copy of their TB Clearance Certification received prior to their attendance at another Hawaii post-secondary school.

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

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

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

• The student was born before January 1, 1957 (applicable to MMR vaccine only).

• The student was born in the United States before January 1, 1980 (applicable to the varicella (chicken pox) vaccine only).

• The student has documentation from a physician stating that it is medically inadvisable to receive the vaccines for the one or more of the diseases as indicated on the immunization form.

• The student has documentation from a physician or director of health that he/she has had a confirmed case of one or more of the diseases as indicated on the immunization form.

• The student has laboratory confirmation of immunity to the disease(s) as indicated on the immunization form.

• The student has submitted a statement that immunization is contrary to his/her religious beliefs.
- The student is enrolled exclusively in the Online Campus and does not congregate with other students on campus or at campus-sponsored events. If the student later decides to attend a class at a University of Phoenix local campus location in Connecticut, the student must meet the immunization requirements before he/she may begin attending classes at a local campus location.

- The student graduated from a public or nonpublic high school in the state of Connecticut in 1999 or later and was not exempt from the measles, rubella and on or after August 1, 2010, the mumps vaccination requirement pursuant to subdivision (2) or (3) of subsection (a) of section 10-204a.

* Programs administered under the Risk Free Period policy are indicated as such in the “General Information” section of the program’s policy in the catalog.

**Residency Requirements and Course Waivers for Bachelor Programs**

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

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits (as a part of the final 60 credits of the program) come from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

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

- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

- Providing that University residency policy is met, through an approved articulation agreement or Educational Partnership Pathway (EPP) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

- Nationally recognized and/or industry accepted certifications and course waivers. The following does not apply to nursing and education programs in addition to the AACR.

  - Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits (as a part of the final 30 credits of the program) from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

- Nationally recognized and/or industry accepted certifications and course waivers. The following does not apply to nursing and education programs in addition to the AACR.

  - Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits (as a part of the final 30 credits of the program) from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

Students enrolled in programs that are not administered under the Risk Free Period Policy*, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to complete a University Orientation Workshop (UNIV 100 for Online or UNIV 101 for local campus).

Students will be granted Orientation Pending (OP) admitted status once all admission documents have been received, the admission file has been reviewed and all admission requirements for the chosen program have been met. Upon successful completion of the Orientation and evaluation of all transfer credits, students on OP status will be updated and the admission status will be updated to Admitted (AM).

Attendance and participation in the Orientation is required. To successfully complete the Orientation and receive an Orientation Complete (OC), students must attend all three weeks and submit all assignments by the Orientation end date.

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

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

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

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

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

* 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.

Risk Free Period Policy

Students enrolled in programs that are administered under the Risk Free Period policy* are not required to complete a University Orientation Workshop.

The first three weeks of the first course constitute the trial period for programs that are administered under the Phoenix Trial Experience policy. First time attendees who have not previously been admitted as a regular student to the University who are intending to pursue such programs will participate in the trial period and will be conditionally admitted.

This trial period will apply to all repeated attempts to complete the first course in the program while students are in conditionally admitted status. Students will be eligible for unconditional admission to the University after meeting class attendance requirements in the fourth week of their first course (or after the fourth week) and after having transfer credits evaluated.

Students will not be eligible for Title IV, HEA funds until they are admitted as a regular student after the trial period has completed. Once admitted as a regular student, students become eligible for Title IV, HEA program funds back to the beginning of the payment or loan period, as applicable, including the trial period. Students who decide not to continue in the trial period may opt out with no financial obligation 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 administered under the Risk Free Period policy are indicated as such in the “General Information” section of the program’s policy in the catalog.

First-Year Sequence

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

All students entering undergraduate degree programs (other than LVN/BSN, LPN/BSN, BSN, BSLS, and BSED/E) who have fewer than 24 previous college credits as recognized by the university on the admissions application are required to complete the following First-Year Sequence:

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

GEN 195 (Required as first course) ................................................................. 3 credits

Foundations of University Studies
SCI 163 ~ ................................................................................................. 3 credits

Elements of Health and Wellness
FP 120 ~ ................................................................................................. 3 credits

Essentials of Personal Finance
COM 170 ~ ................................................................................................. 3 credits

Elements of University Composition and Communication I
COM 172 ~ ................................................................................................. 3 credits

Elements of University Composition and Communication II
PSY 211 ~ ................................................................................................. 3 credits

Essentials of Psychology
HUM 114 ~ ................................................................................................. 3 credits

Critical Thinking and Creative Problem Solving
Optional Course for the First-Year Sequence:
HUM 186 ~ ................................................................................................. 3 credits

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

**Course Descriptions for First-Year Sequence**

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

**Foundations of University Studies**

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

**SCI 163** .......................................................... 3 credits

**Elements of Health and Wellness**

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

**FP 120** .......................................................... 3 credits

**Essentials of Personal Finance**

This course provides an overview of the elements necessary for effective personal financial planning and the opportunity to apply the techniques and strategies essential to this understanding. Primary areas of study include creating and managing a personal budget, understanding and paying taxes, working with financial institutions, wise use of credit cards and consumer loans, financing automobiles and homes, and the use of insurance for protecting one's family and property.

**COM 170** .......................................................... 3 credits

**Elements of University Composition and Communication I**

This course addresses the key elements necessary for effective academic writing in college. The course begins with focus on pre-writing strategies and builds to drafting and revising essays. In addition, the course includes skill development at the sentence and paragraph level.

**COM 172** .......................................................... 3 credits

**Elements of University Composition and Communication II**

This course builds upon the foundations established in Com155. It addresses the various rhetorical modes necessary for effective college essays: narration, illustration, description, process analysis, classification, definition, comparison and contrast, cause and effect, and argumentation. In addition, requirements for research essays, including the use of outside sources and appropriate formatting, are considered.

**PSY 211** .......................................................... 3 credits

**Essentials of Psychology**

This course oversees the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

**HUM 114** .......................................................... 3 credits

**Critical Thinking and Creative Problem Solving**

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

**HUM 186** .......................................................... 3 credits

**Media and American Culture**

The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the U.S. and around the world.

**First-Year Sequence - Online Associate Programs**

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

All students entering undergraduate degree programs (other than AAEE) who have less than 24 previous college credits as recognized by the university on the admissions application are required to complete the following First-Year Sequence:

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

**Block 1**

**US 101** .......................................................... 3 credits

Introduction to University Studies

**SCI 162** .......................................................... 3 credits

Principles of Health and Wellness

**Block 2**

**FP 101** .......................................................... 3 credits

Foundations of Personal Finance

**COM 155** .......................................................... 3 credits

University Composition and Communication I

**Block 3**

**COM 156~** .......................................................... 3 credits

University Composition and Communication II

**Block 4**

**PSY 201** .......................................................... 3 credits

Foundations of Psychology

**HUM 111~** .......................................................... 3 credits

Critical and Creative Thinking

Optional Course for the First-Year Sequence:

**HUM 176** .......................................................... 3 credits

Media and American Culture

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

**Course Descriptions for First-Year Sequence for Online Associates**

**US 101** .......................................................... 3 credits
Introduction to University Studies
The essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at the University of Phoenix are introduced in this course. The course develops and applies practical knowledge and skills immediately relevant to first-year university students. Course topics include goal setting and working with personal motivation, understanding and using University resources, developing efficient study habits, making the most of personal learning styles, and how best to manage time and reduce personal stress levels.

SCI 162 ................................................................. 3 credits

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

FP 101 ........................................................................ 3 credits

Foundations of Personal Finance
This course provides an overview of the elements necessary for effective personal financial planning and the opportunity to apply the techniques and strategies essential to this understanding. Primary areas of study include creating and managing a personal budget, understanding and paying taxes, working with financial institutions, wise use of credit cards and consumer loans, financing automobiles and homes, and the use of insurance for protecting one’s family and property.

COM 155 .................................................................. 3 credits

University Composition and Communication I
This course addresses the key elements necessary for effective academic writing in college. The course begins with focus on pre-writing strategies and builds to drafting and revising essays. In addition, the course includes skill development at the sentence and paragraph level.

COM 156 .................................................................. 3 credits

University Composition and Communication II
This course builds upon the foundations established in COM 155. It addresses the various rhetorical modes necessary for effective college essays: narration, illustration, description, process analysis, classification, definition, comparison and contrast, cause and effect, and argumentation. In addition, requirements for research essays, including the use of outside sources and appropriate formatting, are considered.

PSY 201 .................................................................... 3 credits

Foundations of Psychology
This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

HUM 111 .................................................................... 3 credits

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

HUM 176 ................................................................. 3 credits

Media and American Culture
The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the U.S. and around the world.

Academic Progression

Students entering the University bachelor degree programs (other than AAE, LVN/BSN, LPN/BSN, BSN, BLS, and BSED/E) with fewer than 24 previous college credits as recognized by the university on the admissions application are required to complete the First-Year Sequence. To enroll in the required course of study students must have a minimum of 24 credits. Students who have 24 credits may take select courses in the business foundation. Students must have 60 credits to enroll in the major. As an alternative, enrollment into major course work also extends to students who have completed 45 credits, of which 21 credits were earned at the University.

Math and English Prerequisites
In line with the mission of the University’s General Education program to ensure that students have reached baseline levels in basic skills before entering into the professional programs, students must satisfy prerequisites in the areas of math and English. Math and English prerequisites may be satisfied in one of the following ways:

• Successful completion of University of Phoenix math and English courses
• Transfer credit may be used by students who have achieved a C- or better in a comparable course at a regionally or nationally accredited institution.

All students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English prerequisites. All undergraduate students must fulfill the Spanish prerequisite prior to enrolling in any course that requires Spanish as a prerequisite. The Spanish prerequisite may be fulfilled in one of the following ways:

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

The University defines a waiver as the substitution of a required course at the University with a course of the same level listed on an official transcript from another institution. Students may find specific course waiver information after the applicable required course of study. Students requesting course waivers must make formal written requests to the central Office of Admissions & Evaluation, utilizing the Request for Course Waiver Form citing the courses they request to be waived, the courses to be transferred into the required course of study, and the university where the courses were completed.

An official catalog course description must accompany the request. The official transcript from the institution where the course was completed must also be submitted, unless it has previously been submitted to the University as part of the application process.

Degree Requirements

Students must complete the minimum number of upper and/or lower division credits that make up the required course of study. Completion of the Comprehensive General Education Program, including a minimum number of credits distributed among Liberal Arts and Interdisciplinary components is also required. Degree requirements may vary by program and may be found after each required course of study.

Degree Completion Options

Bachelor degree seeking students who have successfully completed the required course of study and need additional academic work in order to fulfill the minimum number of credits required for graduation may choose the following options:

• Complete additional upper or lower division elective courses offered by the University of Phoenix;
• Complete approved CLEP, Excelsior, or DANTES examinations;
• Participate in the Prior Learning Assessment process as described in this catalog; or
• Complete approved courses at other regionally or nationally accredited associate degree granting candidates for accreditation college or university.

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

General Education

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

• To refine students’ abilities to apply problem-solving skills in many settings and contexts.
• To promote students’ active awareness of their relationships to the natural, social, and cultural environments.
• To develop students’ appreciation for and commitment to lifelong learning.
• To prepare students with competencies needed to fully benefit from and successfully complete their professional programs of study.

Undergraduate general education requirements emphasize the mastery of competencies within the respective frameworks of mathematics and physical sciences, life sciences, technology, communication arts, social sciences, and humanities. Students are required to demonstrate proficiency in written and oral communications, in the handling and use of quantitative information, and the application of analytic and synthetic–creative thinking skills. This background provides students with the perspectives needed for meaningful self-examination of personal and social values, as well as enhanced ability to understand and cope with social, technological, and cultural change.

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

Liberal Arts Components

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

• Communication Arts, credit requirements vary by program
• Course work in the Communication Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.
• English/Language Arts, credit requirements vary by program
• Course work in the English/Language Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.
• Mathematics, credit requirements vary by program
• Course work in the mathematics area develops quantitative and analytical skills in the fields of mathematics and advanced logic.
• The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.
• Social Sciences, credit requirements vary by program
• Course work in the social science promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

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

Social Studies, credit requirements vary by program

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

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

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

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

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

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

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

**Interdisciplinary Component**

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

**Professional Development Component**

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

**Integrating Component**

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

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

**Prior Learning Assessment**

Prior Learning Assessment is a process that may save students time and money in completing a degree program. The Prior Learning Assessment process determines if learning received outside of the traditional university classroom is comparable to academic curriculum and eligible for college credit. Learning that is eligible for assessment includes: Professional Training, Licenses, course work at non-transferable institutions, and Experiential Learning Essays. Prior Learning Assessment applies only to Associate or Undergraduate degree programs. Credit awards by assessment have limitations that may apply depending on the student’s program of choice or type of material being assessed.

Corporate articulation provides an opportunity for students to be assessed for undergraduate semester credits (limitations exist based on state statutes for non-traditional credit limitations or based on student’s program of choice) for professional training obtained through their employer(s). Corporate training is assessed for academic equivalency to college level classroom learning. The recognition of corporate training is a concept based on accepted
principles of adult learning and serves to validate the professional competence and learning experience achieved by students outside of a traditional college classroom. Credit awards are applied towards associate or bachelor degree program areas.

**Prior Learning Credit**
Prior Learning credits may be earned as a result of professional training (workshops, seminars, licenses, business and professional courses, and other institutionally-sponsored course work). The University may award up to 30 undergraduate semester credits for verified college-level learning gained through experience, and submitted in the form of experiential course writing referred to as Experiential Learning Essay. Some states may have restrictive state regulations. Students should check with their Academic Advisor.

Notwithstanding the above, Georgia students may earn a maximum of 25% of the total credit requirements for the degree for life experience and credit granted by examination. Notwithstanding the above, Arkansas students may earn a maximum of 30 credit hours in a certificate or degree program for documented learning or work experiences. Notwithstanding the above, Oregon residents may not earn more than 25 percent of an undergraduate degree program (30 credits toward Bachelor programs and 15 credits toward Associate programs) for any combination of experiential learning, national testing, credit by exam, and professional coursework and training. Notwithstanding the above, Washington residents may not earn more than 25 percent of an undergraduate degree program (30 credits toward Bachelor programs and 15 credits toward Associate programs) for any combination of experiential learning, national testing, credit by exam, and professional coursework and training.

**Faculty Assessment Evaluations**
Portfolio evaluations are performed in accordance with the policies of the University, individual state regulatory requirements, the standards of the Council for Adult and Experiential Learning, and the Council for Higher Education Association. The University maintains a centralized Prior Learning Assessment team within Office of Admissions & Records which directs evaluations and controls for the assessment of prior learning for credit.

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

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

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

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

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

The study of Humanities and Sciences illuminates the world in which we live. Through the Humanities we have a greater understanding of the human experience on its highest cognitive, spiritual, and social levels. Students in the Humanities learn to think critically, effectively express themselves, understand the complexities of diverse cultural identities, appreciate the power of words, images and ideas, and interpret the human experience. Studying the sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop independent and critical thinking for problem solving that forms the basis of lifelong learning. The College of Humanities and Sciences offers a variety of courses in Biology, Communication, English, Environmental and Natural Sciences, History, Languages, Literature, Mathematics, Philosophy, Politics, Religion, and the Arts.

**Associate of Arts Degree Through Credit Recognition**

The following Associate of Arts Degree Through Credit Recognition (AACR) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The University of Phoenix acknowledges that many service members have already achieved an education equivalent to an associate degree through college course work, military training and experience, and national testing programs. The University of Phoenix Associate of Arts Degree through Credit Recognition allows service members to fulfill their degree requirements by recognizing approved college level learning to award an Associate of Arts degree no matter where service members are located throughout the world.

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

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

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

**General Information for the AACR**

- Any student planning to complete both an associate of arts degree and a baccalaureate degree must complete all 60 required credits of the associate's degree and meet admission requirements for their chosen degree requirements before enrolling in any University bachelor-degree programs or courses.

**Additional Admission Requirements for the AACR**

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants for admission must be active duty military, retired military, veterans, spouses of active duty military personnel, full or part-time Reservists, National Guard and Coast Guard members, and Department of Defense employees.

**Degree Requirements for the AACR**

- A minimum grade point average (GPA) of 2.0.
- Students must complete the AACR degree within 2 years of their matriculation date.

**General Education Requirements for the AACR**

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

Communication Arts, 6 credits
The 21 Elective credit requirement will be fulfilled through selected transfer credits, including ACE recognized credit earned from military specialty training, technical schools, MOS’s, Navy ratings, NEC’s, and law enforcement training.

EML 299.1 or EML 299
EML 299, EML 299.1, and COMM 299 must be completed with a grade of “C” or better in order to receive credit and general education credit. Students earning less than a “C” grade must repeat the course with a “C” or better to graduate from the AA program and receive GE’s.

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

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

Residency Requirements and Course Waivers for the AACR

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 3 credits in the Required Course of Study, must be completed at University of Phoenix.

Students may transfer a maximum of 57 credits, which may be earned by combining the areas below, but credit cannot exceed the maximum in each area:

- 30 credit limit on experiential learning
- 30 credit limit on national testing (including CLEP, Excelsior, Berlitz, NLN, AP, DANTES, and DLPT)
- 30 credit limit on professional training credit

Professional Focus for the AACR

- The Associates of Arts Degree through Credit Recognition offers the option of a Professional Focus. The University does not certify students in their Professional Focus, but acknowledges their qualifications by recognizing their Regionally or Approved Nationally Accredited transferable coursework, ACE certified training received through the United States Armed Forces, or law enforcement training. University of Phoenix coursework may also be recognized to fulfill professional focus credits.
- A minimum of 15 credits are required for each Professional Focus chosen.
- The student may request a dual focus on their application.
- The student may amend their Professional Focus by submitting a signed request to the Military Department prior to graduation.

Academic Progression Requirements for the AACR

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

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

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

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

The Associate of Arts through Credit Recognition Degree Completion Deadline

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

Issuance of Diplomas

Students will receive a diploma and an official University of Phoenix transcript when they have satisfied all the degree requirements. Diplomas require approximately two weeks to process. For more information call (800) 800-706.

Course Descriptions for the AACR

COMM 299...............................................................................3 credits
Written Communication for AACR
This course assists students in analyzing their experiences and communicating the experiences effectively. Further, the course focuses on core academic skills necessary for writing effective college-level essays and covers writing strategies, paragraph use and structure, and sentence construction. This course also covers the application of peer-review, collaborative, and error analysis strategies for developing more effective communication.

GEN 215 ................................................................. 3 credits

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

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

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

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

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

GEN 300 ................................................................. 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

Associate of Arts - Professional Focus

The following Associate of Arts - Professional Focus (AA/PF) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The University of Phoenix Associate of Arts in Professional Focus acknowledges college level coursework, military training, and national testing to partially fulfill the requirements of the degree. The Associate of Arts degree includes a professional focus recognized by the American Council on Education (ACE) as equivalent college content, to fulfill a 15 credit professional focus in the degree.

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

Additional Admission Requirements for the AA/PF

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, (includes Online students and any cross-border locations) must provide the university with an official a copy of High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants for admission must be active duty military, retired military, veterans, spouses of active duty military personnel, full or part-time Reservists, National Guard members, Coast Guard members, or Department of Defense employees.

Degree and General Education Requirements for the AA/PF

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

- Communication Arts, 6 credits
  (A Track must include COMM 215, equivalent or higher)
  (B Track must include COMM 170 and COMM 172)

- Mathematics, 6 credits
  Must include MTH 209, equivalent or higher

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

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

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

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

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

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

- A minimum grade point average (GPA) of 2.0.
- Students must complete the AA/PF degree within 5 years.
• Professional Focus is reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Associate of Arts
For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the AA/PF

• All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
• GEN 195 will be required as the first course in the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
• With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Professional Focus for the AA/PF

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

Residency Requirements and Course Waivers for the AA/PF

The following course may not be waived: GEN 200.

Course Descriptions for the AA/PF

COMM 215 ................................................................................... 3 credits
  Essentials of College Writing
  This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 200 ................................................................................... 3 credits
  Foundations for General Education and Professional Success
  This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 ................................................................................... 3 credits
  Skills for Lifelong Learning
  This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ................................................................................... 3 credits
  Skills for Professional Development
  This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University Library and learn how to access its resources successfully.

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

Associate of Arts/Concentration in General Studies**

The following Associate of Arts/Concentration in General Studies (AAGS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts degree with a concentration in General Studies provides a solid foundation in liberal arts and sciences based on a survey of mathematics, physical and life sciences, humanities, social science and technology. Students will apply effective communication skills, as directed, for informal, formal, and quantitative tasks and will be conversant with the values and terminology of a variety of academic disciplines. They will be able to access information resources, evaluate them for credibility and relevance, and use the sources to present a wide range of alternatives. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aags.

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

General Education Requirements for the AAGS

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

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

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

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

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

Interdisciplinary Requirement 27 credits

(B Track must include: FP 101)
All undergraduate students are required to complete the minimum general education credits required by their program version.

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Additional Admission Requirements for AAGS

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

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

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

Degree Requirements for the AAGS

The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.

• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.

• A minimum program grade point average (GPA) of 2.0.

• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts.

Academic Progression Requirements for the AAGS

• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.

• US 101 will be required as the first course in the first block of the First-Year Sequence.

• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.

• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
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Additional Admission Requirements for AAGS

• Applicants must be at least 16 years of age at the time of application.
• Additional Liberal Arts Requirement 3 credits (A Track must include: CRT 205)
• Completion of a minimum of 60 credits. (B Track must include: HUM 111)
• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.

Degree Requirements for the AAGS

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
• A minimum program grade point average (GPA) of 2.0.
• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AAGS

• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.

• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Additional Liberal Arts Requirement 3 credits

Additional Residency Requirements and Course Waivers for the AAGS

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

Course Descriptions for the AAGS

Effective Essay Writing

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

Research Writing

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

Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.
avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

**Note:** Students enrolled in this degree program are ineligible to receive College Algebra as a prerequisite. Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits
(A Track must include: SCI 162)

Must include: BIO 100 and CHM 109

The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Must include: HIS 135

HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program. Students who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

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

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

Mathematics Requirement 6 credits

Students who reside in Arkansas are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring

**Note:** Students enrolled in this degree program are ineligible to receive College Algebra as a prerequisite. Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits
(A Track must include: SCI 162)

Must include: BIO 100 and CHM 109

The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Must include: HIS 135

HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

Interdisciplinary Requirement 15 credits

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot
Applicants must be at least 16 years of age at the time of application. Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher. A minimum grade point average (GPA) of 2.0. Concentrations are reflected on the transcript only and will not count toward General Education totals.

**Degree Requirements for the AAGS**

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

**Additional Admission Requirements for AAGS**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

**Academic Progression Requirements for the AAGS**

- The degree requirements for this program are the following:
  - Completion of a minimum of 60 credits.
  - Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
  - A minimum grade point average (GPA) of 2.0.
  - Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

**Associate of Arts**

**Additional Residency Requirements and Course Waivers for the AAGS**

- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program. Students who lack 6/7 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Course Descriptions for the AAGS**

**COM 150** ................................................................. 3 credits

**Effective Essay Writing**

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines. COM 220 ............................................................. 3 credits

**Research Writing**

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Students also conduct exercises covering topic sentences, paragraph development, citations, and formatting guidelines. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. MAT 219................................................................. 3 credits

**Introduction to College Algebra**

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

**MAT 220................................................................. 3 credits**

**College Algebra**

This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

MAT 220................................................................. 4 credits

**Introduction to Life Science with Lab**

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and
the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 ...................................................................................3 credits

**Introductory Chemistry**

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

HIS 135 ...................................................................................3 credits

**The American Experience Since 1945**

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

ETH 125 ...................................................................................3 credits

**Cultural Diversity**

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

CRT 205 ...................................................................................3 credits

**Critical Thinking**

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

GEN 105 ...................................................................................3 credits

**Skills for Learning in an Information Age**

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

**Associate of Arts/Concentration in Communications**

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

The Associate of Arts Degree with a concentration in Communications focuses on the growth and convergence of major venues of telecommunications, the role of media in a democratic society, and standards of social responsibility within the culture of journalism. Courses include win-win communication processes, problem-solving information strategies, an extensive review of information sources, and news presentation for print, web, and broadcast delivery. Students review and assess pivotal influences on the development of mass media and speculate upon their future evolution. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aacom.

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

**Concentration in Communications - Track A and B**

XCOM 100 ~ .................................................................3 credits
Introduction to Communications

XCOM 200 ~ .................................................................3 credits
Fundamentals of Interpersonal Communication

XCOM 225 ~ .................................................................3 credits
Mass Communication

IT 235 ~ .................................................................3 credits
Image Editing and Implementation

CMC 260 ~ .................................................................3 credits
Communication Variety: The Spice of Life

CMC 240 ~ .................................................................3 credits
Information Strategies: Putting 2 & 2 Together

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

**Additional Admission Requirements for AACOM**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

**General Education Requirements for the AACOM**

Communication Arts Requirement 6 credits
All FYS requirements must be satisfied prior to enrolling in any course from the First-Year Sequence to satisfy General Education or Elective requirements.

With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following:

- University of Phoenix coursework,
- Regionally or nationally accredited coursework (C- or higher grade),
- University of Phoenix Prior Learning Assessment,
- National Testing Programs, and
- ACE evaluated Military credits.

The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.

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

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

### Degree Requirements for AACOM

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

### Academic Progression Requirements for the AACOM

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.
CMC 260 ........................................................................................................ 3 credits

Communication Variety: The Spice of Life
The field of communication underlies virtually every aspect of today’s increasing global interdependence. This course addresses how customs, values, and societal systems generate expectations—often tacit—about how communication should occur, and problems—often misunderstood—about how communication is occurring. Students develop greater sensitivity to intercultural and intracultural differences to foster effective information exchange and develop mutually satisfying communication solutions.

CMC 240 ........................................................................................................ 3 credits

Information Strategies: Putting 2 & 2 Together
This course addresses effective communication strategies via the gathering, analysis, evaluation, and synthesis that comprise information literacy as a standard of modern problem solving. Students recognize the need for information, formulate meaningful questions to guide their search, access what is cogent, interpret bias, and integrate material for a compelling presentation. Furthermore, they perform these tasks with a regard for social responsibility and professional ethics.
COM 150 ........................................................................................................ 3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.
COM 220 ........................................................................................................ 3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.
ETH 125 ........................................................................................................ 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.
CRT 205 ........................................................................................................ 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.
GEN 105 ........................................................................................................ 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Emphasis in Communications (Maryland-OnLine)

The following Associate of Arts/Emphasis in Communications (AACOM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree with an emphasis in Communications focuses on the growth and convergence of major venues of telecommunications, the role of media in a democratic society, and standards of social responsibility within the culture of journalism. Courses include win-win communication processes, problem-solving information strategies, an extensive review of information sources, and news presentation for print, web, and broadcast delivery. Students review and assess pivotal influences on the development of mass media and speculate upon their future evolution. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aacom.

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

Emphasis in Communications - Track A and B
XCOM 100 ~ .................................................................................................... 3 credits
XCOM 200 ~ .................................................................................................... 3 credits
XCOM 225 ~ .................................................................................................... 3 credits
Mass Communication
IT 235 ........................................................................................................ 3 credits
Image Editing and Implementation
CMC 260 ~ .................................................................................................... 3 credits
Communication Variety: The Spice of Life
CMC 240 ~ .................................................................................................... 3 credits
Information Strategies: Putting 2 & 2 Together

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

Additional Admission Requirements for AACOM
• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AACOM

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

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

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

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

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

Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education totals.

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

Degree Requirements for AACOM

The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
• A minimum grade point average (GPA) of 2.0.
• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AACOM

• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Additional Residency Requirements and Course Waivers for the AACOM

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

Course Descriptions for the AACOM

XCOM 100 ................................................................. 3 credits
Introduction to Communication
This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.

XCOM 200 ................................................................. 3 credits
Foundations of Interpersonal Communication
This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.

XCOM 225 ................................................................. 3 credits
Foundations of Mass Communications
This course is a survey of the basic theories upon which our scien-
Critical Thinking

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

GEN 105 ................................................................. 3 credits

Skills for Learning in an Information Age

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

Associate of Arts/Concentration in Communications (Minnesota/Arkansas)

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

The Associate of Arts Degree in Communications focuses on the growth and convergence of major venues of telecommunications, the role of media in a democratic society, and standards of social responsibility within the culture of journalism. Courses include win-win communication processes, problem-solving information strategies, an extensive review of information sources, and news presentation for print, web, and broadcast delivery. Students review and assess pivotal influences on the development of mass media and speculate upon their future evolution.

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

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

Concentration in Communications - Track A and B

XCOM 100 ~ ......................................................... 3 credits
Introduction to Communications
XCOM 200 ~ ......................................................... 3 credits
Fundamentals of Interpersonal Communication
XCOM 225 ~ ......................................................... 3 credits
Mass Communication
IT 235 ................................................................. 3 credits
Image Editing and Implementation
CMC 260 ~ ........................................................ 3 credits
Communication Variety: The Spice of Life
The University reserves the right to modify the required course of study.

Additional Admission Requirements for AACOM
• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AACOM for Arkansas Students
Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
Must include: MAT 219 and MAT 220
Science & Technology Requirement 9 credits
B Track must include: SCI 162
Must include: BIO 100 and CHM 109
The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.
Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Must include: HIS 135
HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.
Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
Students who reside in Arkansas are required to complete the First-Year Sequence.
The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
• A minimum grade point average (GPA) of 2.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts.

Academic Progression Requirements for the AACOM
• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Additional Residency Requirements and Course Waivers for the AACOM

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

Course Descriptions for the AACOM

XCOM 100................................................................................3 credits

Introduction to Communication

This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.

XCOM 225................................................................................3 credits

Foundations of Interpersonal Communication

This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.

BIO 100 .....................................................................................4 credits

Introduction to Life Science with Lab

This course provides an introduction to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs

INTRODUCTION TO COMMUNICATION

Course Descriptions for the AACOM

XCOM 100................................................................................3 credits

Introduction to Communication

This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.

XCOM 225................................................................................3 credits

Foundations of Interpersonal Communication

This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.

XCOM 225................................................................................3 credits

Foundations of Mass Communications

This course is a survey of the basic theories upon which our scientific understanding of mass communication is based. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints, as well as a critical analysis of the performance of the mass media.

IT 235 ........................................................................................3 credits

Image Editing and Implementation

Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/
build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 ................................................................. 3 credits

**Introductory Chemistry**

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

HIS 135 ................................................................. 3 credits

**The American Experience Since 1945**

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

ETH 125 ................................................................. 3 credits

**Cultural Diversity**

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

CRT 205 ................................................................. 3 credits

**Critical Thinking**

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

GEN 105 ................................................................. 3 credits

**Skills for Learning in an Information Age**

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

**Bachelor of Science in Communication (Maryland-Online)**

The following Bachelor of Science in Communication (BS/COM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state.

Please contact your enrollment advisor for more information.

The Bachelor of Science in Communication (BS/COM) degree program is designed to develop knowledge and skills for effective communication in a variety of public and private work environments. The program was created specifically to build upon personal and professional communication experiences. The BS/COM degree enhances the communication skills necessary for the development of professional competence and values; critical thinking and problem solving; information utilization; and collaboration. The curriculum focuses on the development of core communication competencies. It emphasizes theory and application in the domains of interpersonal, small group, organizational, and mass communication. Specific areas of focus include business communication, diversity, intercultural communication, conflict resolution, legal and ethical issues, media and culture, and future trends in communication technology.

**BS/COM Required Course of Study**

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

GEN 300 ................................................................. 3 credits

Skills for Professional Development

COM 100 ~ ........................................................... 3 credits

Introduction to Communication

COM 200 ~ ........................................................... 3 credits

Foundations of Interpersonal Communication

COM 225 ~ ........................................................... 3 credits

Foundations of Mass Communication

COM 310 ~ ........................................................... 3 credits

Communications: Theories and Practice

COM 330 ~ ........................................................... 3 credits

Small Groups and Team Communication

COM 350 ~ ........................................................... 3 credits

Organizational Communication

COM 360 ~ ........................................................... 3 credits

Intercultural Communication

COM 400 ~ ........................................................... 3 credits

Media and Society

COM 440 ~ ........................................................... 3 credits

Communication Law

COM 450 ~ ........................................................... 3 credits

Ethics and Communication

COM 470 ~ ........................................................... 3 credits

Mediation and Conflict Resolution

COM 480 ~ ........................................................... 3 credits

Communication Capstone Course

**Emphasis in Marketing and Sales Communication**

The emphasis of Marketing and Sales Communications focuses on the science of humanistic interaction in marketing and sales. Emphasis is placed on understanding the psychology of behavior, and the impact that it has on marketing communication tools and strategies. The ethical responsibility associated with customer message management is also emphasized throughout the program.

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

The emphasis in Culture and Communication is designed to prepare students with a well-rounded view of diversity in American society. Students will focus on the experiences of people from different cultures and how communication differs by race and gender. In addition, students will gain a global perspective on race, ethnicity, and class in the United States. Students will compare cultural topics such as Asian American, African American, Hispanic American, gender, and their differences.

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

Contemporary Latin American Society
SOC 338 ~ .................................................................3 credits
The African American Experience
COM 403 ~ .................................................................3 credits
Contemporary Communication in a Diverse Society

Emphasis in Journalism

The journalism emphasis focuses on the contemporary initiatives and multi-tiered technology of today’s field of journalism. The curriculum emphasizes a variety of communication techniques, to include writing and reporting, that assist in understanding the ways individuals and organizations share and publish information. The awareness of ethical and social responsibility associated with the modern media landscape is emphasized throughout the program.

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

Bachelor of Science in Communication

Additional Admission Requirements for the BS/COM

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

Degree Requirements for the BS/COM

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 42 upper division credits.
  - All students must meet the General Education areas approved by the university.
  - A minimum grade point average (GPA) of 2.0.
  - All students must complete the minimum number of credits required by their degree program.
  - All undergraduate students are required to complete the minimum general education credits required by their program version
  - Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
    Bachelor of Science in Communication

General Education Requirements for the BS/COM

A minimum of 54 of the 120 credits must be in the general educa-
tion areas approved by the University.
Communication Arts, 6 credits
Humanities, 6 credits
Mathematics, 6 credits
Social Sciences, 6 credits
Science/Technology, 6 credits
Must include at least 3 credits in the physical or biological sciences
Additional Liberal Arts, 6 credits
Interdisciplinary Component, 18 credits
Students who lack .67 or fewer general education credits may use
interdisciplinary or elective credits to waive the balance. Students
must use interdisciplinary or elective credits to waive the general
education balance in order to complete the minimum general edu-
cation credits required for their program.
For a description of the preceding general education areas, see the
Undergraduate Programs section within this catalog.

Academic Progression Requirements for BS/COM
All students entering undergraduate degree programs who list less
than 24 previous college credits as recognized by the university on
the admissions application are required to enroll in the First-Year
Sequence:
• First-Year Sequence students must satisfy all seven (7) courses
from the First-Year Sequence prior to enrolling in any other
General Education, elective, or emphasis courses.
• GEN 195 will be required as the first course in the First-Year
Sequence.
• All FYS requirements must be satisfied prior to enrolling in any
other program applicable course.
• With the exception of GEN 195, FP 120, and HUM 114, course
requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher
    grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must
be comparable in content to the university course it is
replacing, must be at least a 2.67 credit course, and must be
an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in
the First-Year Sequence.
• Students who list 24 or more previous college credits, as
recognized by the university on the admissions application,
must take GEN 200 Foundations for General Education and
Professional Success as the first course with University of
Phoenix and are not required to enroll in the First-Year
Sequence.
• Students who list 24 or more previous college credits, as
recognized by the University on the admissions application, and
who do not enroll in the First-Year Sequence, may not enroll in
any course from the First Year Sequence to satisfy programmatic
prerequisites, general education or elective requirements. (e.g.,
taking COM 172 instead of COMM 215)
• Students who previously completed GEN 101, GEN 200, or GEN
300 and choose to transition to the First-Year Sequence are not
required to take GEN 195.
• Students may not complete any of the First-Year Sequence
courses via Directed Study.
Many courses in the Required Course of Study build on or rein-
force each other. To ensure that students have the requisite skills
for specific coursework certain program areas must be satisfied
before students can progress to others.
All undergraduate students must satisfy math and English prereq-
usites prior to enrolling in any course that requires math or Eng-
lish as a prerequisite.

Additional Residency Requirements and Course Waivers for
BS/COM
Students in this program may waive a maximum of 27 credits from
their required course of study on the basis of regionally or
approved nationally accredited transferable coursework.
The following courses in the required course of study may not be
waived: GEN 200, GEN 300, COM 480

Course Descriptions for the BS/COM
GEN 300.................................................................................. 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical
thinking, teamwork, research, and communication. The course is
designed to aid adult learners in acquiring and improving the core
competencies that are necessary at the University of Phoenix. Stu-
dents 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 Uni-
versity library and learn how to access its resources successfully.
COM 100.................................................................................. 3 credits

Introduction to Communication
This course is an introduction to the field of communication with
emphasis on the history of communication study, theories impor-
tant to all areas of communication, the contexts in which communi-
cation occurs, and the issues that must be faced by students of
communication. The course serves as an introduction to the
strands of communication: interpersonal, small groups and teams,
mass communication, organization, intercultural, and rhetoric.
COM 200.................................................................................. 3 credits

Foundations of Interpersonal Communication
This course includes the application of communication principles,
theory, and research to the process of interpersonal communica-
tion: includes verbal, nonverbal, listening, conflict management,
and communication skills most relevant to a broad range of inter-
personal settings.
COM 225.................................................................................. 3 credits

Foundations of Mass Communication
This course is a survey of the basic theories upon which our scient-
ific understanding of mass communication is based. Ethical and
related problems of mass communication will be studied from con-
temporary and historical viewpoints, as well as a critical analysis of
the performance of the mass media.
COM 310.................................................................................. 3 credits

Communications: Theories and Practice
This course explores the various theories of communication that
create the foundation for study of communication in the bachelors
degree program at the University of Phoenix. Major communica-
tion areas examined in this course include intrapersonal, interper-
sonal, group and teamwork, organizational, intercultural, and
mass media. Each area, along with others, will be studied in greater
depth in subsequent courses in the degree program.
COM 330.................................................................................. 3 credits

Small Groups and Team Communication
This course explores the dynamics of group communication and
effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.

COM 350 ..................................................................................3 credits

Organizational Communication
This course examines various theoretical frameworks necessary for effective organizational communication. It analyzes the application of communication strategies within organizations in terms of their effectiveness. It provides the infrastructure necessary for the creation and maintenance of successful communication strategies in organizations.

COM 360 ..................................................................................3 credits

Intercultural Communication
The purpose of this course is to assist students in understanding and apply the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and of how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.

COM 400 ..................................................................................3 credits

Media and Society
The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.

COM 440 ..................................................................................3 credits

Communication Law
This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.

COM 450 ..................................................................................3 credits

Ethics and Communication
While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.

COM 470 ..................................................................................3 credits

Mediation and Conflict Resolution
Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to avoiding conflict in the future.

COM 480 ..................................................................................3 credits

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

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

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

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

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

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

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

MTH 220.....................................................................................3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

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

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

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

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

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

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

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

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

Course Descriptions for the Emphasis in Marketing and Sales Communication
COM 302 ............................................................................................................. 3 credits

Marketing Communications
This course provides students with the basic concepts and methods related to marketing communications, including communication theories and the communication mix. Emphasis is placed on the marketing mix variables of product, place, price, and promotion, as well as marketing communications tools.

PSY 322 ............................................................................................................. 3 credits

Consumer Psychology and Research
This course focuses on consumer behavior and marketing research. Topics include the cognitive processes underlying consumer choice, descriptive consumer characteristics, and environmental consumer behavior. This course emphasizes the implications of consumer behavior on domestic and global marketing communications.

COM 339 ............................................................................................................. 3 credits

Advertising and the Media
This course addresses the elements of advertising and the media. Topics include advertising concepts, selection of media, and the use of media and advertising as marketing communications tools. The course also emphasizes the ongoing convergence of media content and commercial messages and how it is redefining marketing communications.

COM 352 ............................................................................................................. 3 credits

Public Relations and Message Management
This course focuses on the role of public relations in marketing communications and how it can be used to attain organizational marketing and sales objectives. Topics covered in this course include media relations, relationship-building strategies, crisis communication, ethics, and the development of public relations messages.

COM 373 ............................................................................................................. 3 credits

Sales Communications
This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.

COM 486 ............................................................................................................. 3 credits

Marketing and Sales Message Management
This course focuses on bridging the gap between sales and marketing communications through the use of customer message management. Topics covered in this course include creating a sense of value for customers; the development of marketing communications campaigns; the integration of the sales cycle and marketing communications; the use of a “single voice” to customers across all selling touch-points; and the ethical considerations associated with customer message management.

Course Descriptions for the Emphasis in Communication and Technology
CIS 205 ............................................................................................................. 3 credits

Management Information Systems
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

COM 420 ............................................................................................................. 3 credits

Creativity and Communication
Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of “creative” is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one’s creativity is one of the primary focuses of the course.

VCT 235 ............................................................................................................. 3 credits

Image Editing & Implementation
Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.

VCT 310 ............................................................................................................. 3 credits

Web Design
This course focuses on the principles of good web design and the essential role of the web designer in today’s business environment. Topics covered include layout, style, artistic quality, navigation, performance, communication, community, e-commerce and marketing.

VCT 320 ............................................................................................................. 3 credits

Electronic Publishing
This course presents the essential role of electronic publishing in the delivery of information to today’s businesses and consumers. Most of the course is concerned with methods and techniques involved in the electronic publishing of business presentations, corporate reports, newsletters, training materials, manuals and electronic books, but other information formats such as wikis and blogs are also considered.
VCT 420 .................................................................3 credits

Multimedia Development
This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is on the integration of animation, audio and video content to maximize communication.

Course Descriptions for the Emphasis in Culture and Communication

SOC 262 .................................................................3 credits

Contemporary American Society
Students in this course will explore the implications of ethnicity, culture, and diversity within the context of society. Students will be introduced to racial and ethnic relations, prejudice, stereotypes, discrimination, and adaptation and conflict in diverse cultures.

SOC 333 .................................................................3 credits

Genders in Society
The objective of this course is to focus on the dynamics of human communication. This course introduces students to gender inclusiveness and sensitivity through the examination of the roles of genders in society. Students will focus on gender communication in business, organizations, family and the media. Additionally, students will explore communication traits of men and women and the impact of miscommunication between genders.

SOC 335 .................................................................3 credits

The Peoples and Cultures of Asia
This course provides students with an overview of the cultural traditions and contemporary development of Asian countries. Course topics include the geography, history, politics, economic development, and social conditions of Asian countries.

SOC 337 .................................................................3 credits

Contemporary Latin American Society
This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.

SOC 338 .................................................................3 credits

The African American Experience
This course serves as an introduction to the African American experience. This course will explore the social construction of identity, culture and the inequalities African Americans face in popular American culture. Race, class and gender of the African American people will be explored from a historical to modern day perspective.

COM 403 .................................................................3 credits

Contemporary Communication in a Diverse Society
The objective of this course is to focus on the dynamics of human communication across cultures and genders in a multicultural society.

Course Descriptions for the Emphasis in Journalism

JRN 310 .................................................................3 credits

Introduction to Journalism
This course is the introduction to the journalism emphasis. The role of the journalist will be described from its origin to the emergence of the modern-era journalist. Key journalistic theories and principles will be discussed. Special attention will be given to influences in journalism and qualities that exemplify journalistic writing. The concepts of journalistic writing, research, technology, ethics, and personal responsibility will be introduced. Controversial issues faced by journalists will be highlighted throughout the course.

JRN 320 .................................................................3 credits

Research for Journalism
This course focuses on the research methods employed in journalistic writing and reporting. The goal of this course is to enhance the understanding of the characteristics of credible sources and accurate information. Information will be assembled and evaluated to support journalistic goals by interpreting information needs, choosing accurate and unbiased sources, and selecting relevant and reliable information. The importance of employing ethical practices to research techniques is emphasized throughout the course.

JRN 330 .................................................................3 credits

Journalistic Writing I
This course focuses on understanding journalistic writing styles. The course begins by categorizing historical media and associating past writing styles with current 21st century styles. Differences will be identified in writing for various audiences and for print, digital, and broadcast media. The rationale for using certain writing styles will be illustrated and expressed. Throughout the course, the roles of research, editing, and ethics in journalistic writing will be emphasized.

JRN 340 .................................................................3 credits

Journalistic Writing II
This course focuses on the application of the diverse journalistic writing techniques used by today’s changing media landscape. The goal is to enhance storytelling skills by informing and engaging audiences using various delivery methods. Written media messages will be designed and assessed by determining which writing styles should be utilized given the target audience. Within the new convergent media landscape, credible resources will be identified, materials evaluated, and details of written work summarized. The association between research and responsible writing will be explored, as writing strategies to craft effective messages are developed. The role of ethics in journalism is emphasized throughout the course.

JRN 350 .................................................................3 credits

Controversial Issues in Journalism
This course examines the rise of social media and the immediacy in which controversial issues are communicated in journalism. This course focuses on developing the writer/reporter’s ability to critically examine and react to specific media elements, including public opinion, trends, celebrity commentary, and the public’s need to know. Emphasis is placed on understanding the nature and characteristics of thought-provoking mass media occurrences. Concepts of idea generation and storytelling in an ethical and personally responsible manner are highlighted.

JRN 360 .................................................................3 credits

Storytelling: A Multimedia Approach
This course focuses on the role of technology and its impact on news delivery. The use of technologically advanced multimedia formats will be explored. Stories will be adapted to various media outlets to realize the full range appeal to targeted audiences. The goal of this course is to provide students with experiences in storytelling that are delivered through the use of advanced convergent technologies.
Bachelor of Science in Communication

The following Bachelor of Science in Communication (BS/COM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Communication (BS/COM) degree program is designed to develop knowledge and skills for effective communication in a variety of public and private work environments. The program was created specifically to build upon personal and professional communication experiences. The BS/COM degree enhances the communication skills necessary for the development of professional competence and values; critical thinking and problem solving; information utilization; and collaboration. The curriculum focuses on the development of core communication competencies. It emphasizes theory and application in the domains of interpersonal, small group, organizational, and mass communication. Specific areas of focus include business communication, diversity, intercultural communication, conflict resolution, legal and ethical issues, media and culture, and future trends in communication technology.

BS/COM Required Course of Study

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

- GEN 300: Skills for Professional Development ~ 3 credits
- COM 100: Introduction to Communication ~ 3 credits
- COM 200: Foundations of Interpersonal Communication ~ 3 credits
- COM 225: Foundations of Mass Communication ~ 3 credits
- COM 310: Communications: Theories and Practice ~ 3 credits
- COM 330: Small Groups and Team Communication ~ 3 credits
- COM 350: Organizational Communication ~ 3 credits
- COM 360: Intercultural Communication ~ 3 credits
- COM 400: Media and Society ~ 3 credits
- COM 440: Communication Law ~ 3 credits
- COM 450: Ethics and Communication ~ 3 credits
- COM 470: Mediation and Conflict Resolution ~ 3 credits
- COM 480: Communication Capstone Course ~ 3 credits

Concentration in Marketing and Sales Communication

The concentration in Marketing and Sales Communication focuses on the science of humanistic interaction in marketing and sales. Emphasis is placed on understanding the psychology of behavior, and the impact that it has on marketing communication tools and strategies. The ethical responsibility associated with customer message management is also emphasized throughout the program.

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

- COM 302: Marketing Communications ~ 3 credits
- PSY 322: Consumer Psychology and Research ~ 3 credits
- COM 339: Advertising and the Media ~ 3 credits
- COM 352: Public Relations and Message Management ~ 3 credits
- COM 373: Sales Communications ~ 3 credits
- COM 486: Marketing and Sales Message Management ~ 3 credits
- COM 373: Marketing Communications ~ 3 credits
- PSY 322: Consumer Psychology and Research ~ 3 credits
- COM 339: Advertising and the Media ~ 3 credits
- COM 352: Public Relations and Message Management ~ 3 credits
- COM 373: Sales Communications ~ 3 credits
- COM 486: Marketing and Sales Message Management ~ 3 credits

Concentration in Communication and Technology

The concentration in Communication and Technology focuses on the enhancement of communication through technology and offers the student an opportunity to explore creative communication solutions through Web sites, electronic publishing, image editing and multimedia development.

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

- CIS 205: Computers and Information Processing ~ 3 credits
- VCT 235: Creativity & Communication ~ 3 credits
- VCT 310: Image Editing & Implementation ~ 3 credits
- VCT 320: Web Design ~ 3 credits
- VCT 320: Electronic Publishing ~ 3 credits
- VCT 420: Multimedia Development ~ 3 credits

Concentration in Culture and Communication

The concentration in Culture and Communication is designed to prepare students with a well-rounded view of diversity in American society. Students will focus on the experiences of people from different cultures and how communication differs by race and gender. In addition, students will gain a global perspective on race, ethnicity, and class in the United States. Students will compare cultural topics such as Asian American, African American, Hispanic American, gender, and their differences.

For more information about our graduation rates, the median debt
of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs-bs-com-cc.
SOC 262 ~ .................................................................3 credits
Contemporary American Society
SOC 333 ~ .................................................................3 credits
Genders in Society
SOC 335 ~ .................................................................3 credits
The Peoples and Cultures of Asia
SOC 337 ~ .................................................................3 credits
Contemporary Latin American Society
SOC 338 ~ .................................................................3 credits
The African American Experience
COM 403 ~ .................................................................3 credits
Contemporary Communication in a Diverse Society

Concentration in Journalism

The journalism concentration focuses on the contemporary initiatives and multi-tiered technology of today’s field of journalism. The curriculum emphasizes a variety of communication techniques, to include writing and reporting, that assist in understanding the ways individuals and organizations share and publish information. The awareness of ethical and social responsibility associated with the modern media landscape is emphasized throughout the program.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs.
JRN 310 ~ .................................................................3 credits
Introduction to Journalism
JRN 320 ~ .................................................................3 credits
Research for Journalism
JRN 330 ~ .................................................................3 credits
Journalistic Writing I
JRN 340 ~ .................................................................3 credits
Journalistic Writing II
JRN 350 ~ .................................................................3 credits
Controversial Issues in Journalism
JRN 360 ~ .................................................................3 credits
Storytelling: A Multimedia Approach

The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.

Additional Admission Requirements for the BS/COM

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Degree Completion Requirements for the BS/COM

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 42 upper division credits.
  - All students must meet the General Education areas approved by the university.
  - A minimum grade point average (GPA) of 2.0.
  - All students must complete the minimum number of credits required by their degree program.
  - All undergraduate students are required to complete the minimum general education credits required by their program version
  - Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
    Bachelor of Science in Communication

General Education Requirements for the BS/COM

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

Communication Arts, 6 credits
Humanities, 6 credits
Mathematics, 6 credits
Social Sciences, 6 credits
Science/Technology, 6 credits

Must include at least 3 credits in the physical or biological sciences

Additional Liberal Arts, 6 credits
Interdisciplinary Component, 18 credits
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BS/COM for Arkansas Students

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

Communication Arts, 6 credits
Mathematics, 6 credits

Must include MTH 220.
Science/Technology, 9 credits

Must include CHM 110 and PHY 101 or equivalent transfer coursework with a lab component.

Humanities, 9 credits
Social Science, 9 credits

Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content.

Additional Liberal Arts, 6 credits
Interdisciplinary Component, 9 credits
Students who lack .67 or fewer general education credits may use
interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

**Academic Progression Requirements for BS/COM**

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

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework.
  - Regionally or nationally accredited coursework (C- or higher grade).
  - University of Phoenix Prior Learning Assessment.
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

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

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

**Additional Residency Requirements and Course Waivers for BS/COM**

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

The following courses in the required course of study may not be waived: GEN 200, GEN 300, COM 480

**Course Descriptions for the BS/COM**

**GEN 300** ................................................................. 3 credits
**Skills for Professional Development**

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

**COM 100** ................................................................. 3 credits
**Introduction to Communication**

This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organization, intercultural, and rhetoric.

**COM 200** ................................................................. 3 credits
**Foundations of Interpersonal Communication**

This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.

**COM 225** ................................................................. 3 credits
**Foundations of Mass Communication**

This course is a survey of the basic theories upon which our scientific understanding of mass communication is based. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints, as well as a critical analysis of the performance of the mass media.

**COM 310** ................................................................. 3 credits
**Communications: Theories and Practice**

This course explores the various theories of communication that create the foundation for study of communication in the bachelor's degree program at the University of Phoenix. Major communication areas examined in this course include intrapersonal, interpersonal, group and teamwork, organizational, intercultural, and mass media. Each area, along with others, will be studied in greater depth in subsequent courses in the degree program.

**COM 330** ................................................................. 3 credits
**Small Groups and Team Communication**

This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.

**COM 350** ................................................................. 3 credits
**Organizational Communication**

This course examines various theoretical frameworks necessary for effective organizational communication. It analyzes the application of communication strategies within organizations in terms of their effectiveness. It provides the infrastructure necessary for the creation and maintenance of successful communication strategies in
organization.

COM 360 .................................................................3 credits

Intercultural Communication
The purpose of this course is to assist students in understanding and apply the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.

COM 400 .................................................................3 credits

Media and Society
The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.

COM 440 .................................................................3 credits

Communication Law
This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.

COM 450 .................................................................3 credits

Ethics and Communication
While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.

COM 470 .................................................................3 credits

Mediation and Conflict Resolution
Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to avoidng conflict in the future.

COM 480 .................................................................3 credits

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

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

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

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

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

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

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

MTH 220 .................................................................3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

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

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

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

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

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

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

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

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

Course Descriptions for the Concentration in Marketing and Sales Communication

COM 302 .................................................................................. 3 credits

Marketing Communications
This course provides students with the basic concepts and methods related to marketing communications, including communication theories and the communication mix. Emphasis is placed on the marketing mix variables of product, place, price, and promotion, as well as marketing communications tools.

PSY 322 .................................................................................. 3 credits

Consumer Psychology and Research
This course focuses on consumer behavior and marketing research. Topics include the cognitive processes underlying consumer choice, descriptive consumer characteristics, and environmental consumer behavior. This course emphasizes the implications of consumer behavior on domestic and global marketing communications.

COM 339 .................................................................................. 3 credits

Advertising and the Media
This course addresses the elements of advertising and the media. Topics include advertising concepts, selection of media, and the use of media and advertising as marketing communications tools. The course also emphasizes the ongoing convergence of media content and commercial messages and how it is redefining marketing communications.

COM 352 .................................................................................. 3 credits

Public Relations and Message Management
This course focuses on the role of public relations in marketing communications and how it can be used to attain organizational marketing and sales objectives. Topics covered in this course include media relations, relationship-building strategies, crisis communication, ethics, and the development of public relations messages.

COM 373 .................................................................................. 3 credits

Sales Communications
This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.

COM 486 .................................................................................. 3 credits

Marketing and Sales Message Management
This course focuses on bridging the gap between sales and marketing communications through the use of customer message management. Topics covered in this course include creating a sense of value for customers; the development of marketing communications campaigns; the integration of the sales cycle and marketing communications; the use of a “single voice” to customers across all selling touch-points; and the ethical considerations associated with customer message management.

Course Descriptions for the Concentration in Communication and Technology

CIS 205 .................................................................................. 3 credits

Management Information Systems
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

COM 420 .................................................................................. 3 credits

Creativity and Communication
Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the design of “creative” is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructions to the development and enhancement of one’s creativity is one of the primary focuses of the course.

VCT 235 .................................................................................. 3 credits

Image Editing & Implementation
Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/ font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.

VCT 310 .................................................................................. 3 credits

Web Design
This course focuses on the principles of good web design and the essential role of the web designer in today’s business environment. Topics covered include layout, style, artistic quality, navigation, performance, communication, community, e-commerce and marketing.

VCT 320 .................................................................................. 3 credits

Electronic Publishing
This course presents the essential role of electronic publishing in the delivery of information to today’s businesses and consumers. Most of the course is concerned with methods and techniques involved in the electronic publishing of business presentations, corporate reports, newsletters, training materials, manuals and electronic books, but other information formats such as wikis and blogs are also considered.

VCT 420 .................................................................................. 3 credits

Multimedia Development
This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is on the integration of animation, audio and video content to maximize communication.

Course Descriptions for the Concentration in Culture and
Communication
SOC 262 ................................................................. 3 credits

Contemporary American Society
Students in this course will explore the implications of ethnicity, culture, and diversity within the context of society. Students will be introduced to racial and ethnic relations, prejudice, stereotypes, discrimination, and adaptation and conflict in diverse cultures.
SOC 333 ................................................................. 3 credits

Genders in Society
The objective of this course is to explore gender differences and communication. This course introduces students to gender inclusiveness and sensitivity through the examination of the roles of genders in society. Students will focus on gender communication in business, organizations, family and the media. Additionally, students will explore communication traits of men and women and the impact of miscommunication between genders.
SOC 335 ................................................................. 3 credits

The Peoples and Cultures of Asia
This course provides students with an overview of the cultural traditions and contemporary development of Asian countries. Course topics include the geography, history, politics, economic development, and social conditions of Asian countries.
SOC 337 ................................................................. 3 credits

Contemporary Latin American Society
This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.
SOC 338 ................................................................. 3 credits

The African American Experience
This course serves as an introduction to the African American experience. This course will explore the social construction of identity, culture and the inequalities African Americans face in popular American culture. Race, class and gender of the African American people will be explored from a historical to modern day perspective.
COM 403 ................................................................. 3 credits

Contemporary Communication in a Diverse Society
The objective of this course is to focus on the dynamics of human communication across cultures and genders in a multicultural society.

Course Descriptions for the Concentration in Journalism
JRN 310 ................................................................. 3 credits

Introduction to Journalism
This course is the introduction to the journalism concentration. The role of the journalist will be described from its origin to the emergence of the modern-era journalist. Key journalistic theories and principles will be discussed. Special attention will be given to influences in journalism and qualities that exemplify journalistic writing. The concepts of journalistic writing, research, technology, ethics, and personal responsibility will be introduced. Controversial issues faced by journalists will be highlighted throughout the course.
JRN 320 ................................................................. 3 credits

Research for Journalism
This course focuses on the research methods employed in journalistic writing and reporting. The goal of this course is to enhance the understanding of the characteristics of credible sources and accurate information. Information will be assembled and evaluated to support journalistic goals by interpreting information needs, choosing accurate and unbiased sources, and selecting relevant and reliable information. The importance of employing ethical practices to research techniques is emphasized throughout the course.
JRN 330 ................................................................. 3 credits

Journalistic Writing I
This course focuses on understanding journalistic writing styles. The course begins by categorizing historical media and associating past writing styles with current 21st century styles. Differences will be identified in writing for various audiences and for print, digital, and broadcast media. The rationale for using certain writing styles will be illustrated and expressed. Throughout the course, the roles of research, editing, and ethics in journalistic writing will be emphasized.
JRN 340 ................................................................. 3 credits

Journalistic Writing II
This course focuses on the application of the diverse journalistic writing techniques used today’s changing media landscape. The goal is to enhance storytelling skills by informing and engaging audiences using various delivery methods. Written media messages will be designed and assessed by determining which writing styles should be utilized given the target audience. Within the new convergent media landscape, credible resources will be identified, materials evaluated, and details of written work summarized. The association between research and responsible writing will be explored, as writing strategies to craft effective messages are developed. The role of ethics in journalism is emphasized throughout the course.
JRN 350 ................................................................. 3 credits

Controversial Issues in Journalism
This course examines the rise of social media and the immediacy in which controversial issues are communicated in journalism. This course focuses on developing the writer/reporter’s ability to critically examine and react to specific media elements, including public opinion, trends, celebrity commentary, and the public’s need to know. Emphasis is placed on understanding the nature and characteristics of thought-provoking mass media occurrences. Concepts of idea generation and storytelling in an ethical and personally responsible manner are highlighted.
JRN 360 ................................................................. 3 credits

Storytelling: A Multimedia Approach
This course focuses on the role of technology and its impact on news delivery. The use of technologically advanced multimedia formats will be explored. Stories will be adapted to various media outlets to realize the full range appeal to targeted audiences. The goal of this course is to provide students with experiences in storytelling that are delivered through the use of advanced convergent technologies.

Bachelor of Arts in English
The following Bachelor of Arts in English (BA/ENG) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online
Please contact your enrollment advisor for more information.

The Bachelor of Arts degree with a language requirement and primary major in English is designed to provide students with substantive academic content in a liberal arts discipline of their choice. The program prepares students for teaching opportunities in elementary and secondary education after completion of additional methodology courses required for teacher certification in all states. The degree also provides an academic foundation for students interested in pursuing further graduate education necessary for postsecondary teaching positions in liberal arts at most colleges and universities. Focused studies are designed to provide an interdisciplinary component that will increase the student’s breadth of learning. The program will provide workers in business and government, as well as education, with learning that promotes critical thinking, information utilization, collaboration, communication, and analytical skills essential to effective and efficient work productivity. The Bachelor of Arts in English introduces students to literature, rhetoric, grammar and composition as a disciplined course of study. Students will gain a multifaceted understanding of the major literary genres, authors, and forms; and proficiency in the English language through their course of study. Using English language as a context, students develop skills in research, critical thinking & analysis, and communication.

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

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

**BA/ENG Required Course of Study - English Major**

**Major Courses-Lower Division**

- ENG 125 ~ ................................................................. 3 credits
- Literature in Society
- ENG 106 ~ ................................................................. 3 credits
- Survey of Literary Masterpieces
- ENG 155 ~ ................................................................. 3 credits
- Mythology in Literature and Life
- ENG 157 ~ ................................................................. 3 credits
- Multicultural Literature
- ENG 215 ~ ................................................................. 3 credits
- Effective Academic Writing
- COMM 251 ~ ............................................................. 3 credits
- Rhetoric and Critical Thinking

*Students must complete at least three credits from the list below:

- HUM 150 ~ ................................................................. 3 credits
- Introduction to Film Studies
- ENG 135 ~ ................................................................. 3 credits
- Essentials of Contemporary Communication
- ENG 221 ~ ................................................................. 3 credits
- Technical Writing Fundamentals
- ENG 290 ~ ................................................................. 3 credits
- Children’s Literature in a Pluralistic Society

**Major Courses- Upper Division**

- ENG 301 ~ ................................................................. 3 credits
- American Ethnic Literature
- ENG 306 ~ ................................................................. 3 credits
- Poetry and Society
- ENG 340 ~ ................................................................. 3 credits
- Creative Writing
- ENG 380 ~ ................................................................. 3 credits
- Applied Linguistics
- ENG 491 ~ ................................................................. 3 credits
- American Literature to 1860
- ENG 493 ~ ................................................................. 3 credits
- English Literature to 1800

*Students must complete at least three credits from the list below:

- COMM 301 ~ ............................................................. 1 credit
- Proposal Writing
- ENG 302 ~ ................................................................. 3 credits
- 20th Century American Literature
- ENG 304 ~ ................................................................. 3 credits
- Shakespeare
- ENG 308 ~ ................................................................. 3 credits
- American Autobiography
- ENG 492 ~ ................................................................. 3 credits
- American Literature since 1860
- ENG 494 ~ ................................................................. 3 credits
- English Literature since 1800
- ENG 495 ~ ................................................................. 3 credits
- Advanced Creative Writing
- ENG 496 ~ ................................................................. 3 credits
- African American Literature

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

**Focus Study -15 credits**

To satisfy the Focus Study requirement, students must complete 15 credits in a content area outside of their selected major. All 15 credits must be from the same content area and can be satisfied using transfer or University of Phoenix coursework. Credits completed to satisfy the Focus Study requirement may not apply within applicable General Education categories.

**Electives -24 credits**

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

**Electives - 9 credits (for Arkansas students only)**

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

**Additional Admission Requirements BA/ENG**

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Degree Requirements for the BA/ENG
• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 45 upper division credits.
  • All students must meet the General Education areas approved by the university.
  • Completion of a fifteen (15) credit Focus Study.
  • A minimum grade point average (GPA) of 2.0.
  • Students may choose additional elective credits to fulfill upper division and elective requirements.
  • All Students must complete the minimum number of credits required by their degree program.
  • All undergraduate students are required to complete the minimum general education credits required by their program version.
  • Focus Study is reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Bachelor of Arts in English

Academic Progression Requirements for the BA/ENG
• All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence.
• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
• GEN 195 will be required as the first course in the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
• With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the University course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

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

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

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

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

Students must declare Focus study within 84 applied credits of program.

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

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

General Education Requirements for the BA/ENG

Communication Arts Requirement(s) 6 credits
Must include COMM 215 or equivalent

Mathematics Requirement(s) 6 credits
Must include MTH 209 or equivalent

Social Science Requirement(s) 6 credits
Science & Technology Requirement(s) 6 credits
Must include 3 credits in the physical or biological sciences

Humanities Requirement(s) 6 credits

Foreign Language Requirement(s) 6 credits

NTP Foreign Language Exams may be used to satisfy foreign language requirements.

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

General Education Requirements for Arkansas students for the BA/ENG

Communication Arts Requirement(s) 6 credits
Must include COMM 215 or equivalent

Mathematics Requirement(s) 6 credits
Must include MTH 220

Social Science Requirement(s) 9 credits
Must include HIS 145 or POL 215

The Social Science requirement may also be satisfied with any transfer coursework with US History or Government content.

Science & Technology Requirement(s) 9 credits
Must include: CHM 110 and PHY 101

The Science and Technology requirement may also be satisfied with any science transfer coursework with a lab component.

Humanities Requirement(s) 9 credits
Additional Liberal Arts 6 credits
Foreign Language Requirement(s) 6 credits
NTP Foreign Language Exams may be used to satisfy foreign language requirements.

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

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

Additional Residency Requirements and Course Waivers for the BA/ENG

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

The following courses in the Required Course of Study may not be waived: GEN 200

Course Descriptions for the BA/ENG

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.

ENG 125 .............................................................................. 3 credits

Literature in Society

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

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

Survey of Literary Masterpieces

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

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

Mythology in Literature and Life

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

ENG 157 .............................................................................. 3 credits

Multicultural Literature

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

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

Effective Academic Writing

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

COMM 251 .............................................................................. 3 credits

Rhetoric and Critical Thinking

This course in critical thinking and informal logic helps students develop the ability to reason clearly and critically. It includes an introduction to the disciplines of inductive and deductive logic, fallacious reasoning, and problem-solving techniques. Emphasis is placed on the identification and management of the perception process, use of assumptions, emotional influences, and language in various forms of communication.

HUM 150 .............................................................................. 3 credits

Introduction to Film Studies

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

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

Essentials of Contemporary Communication

This course covers the skills necessary for effective written and oral communication in the work environment and in modern society. The course reviews basic communication theories and discusses the fundamentals of interpersonal, written, and oral communication skills.

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.

ENG 290 .............................................................................. 3 credits

Children’s Literature in a Pluralistic Society

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

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

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

ENG 306 ...................................................................................3 credits

Poetry and Society
This course surveys English language poetry from medieval times through the present. Students analyze and interpret poetry, paying particular attention to the role of the poet and poetry in society. Poems are addressed in historical context, by theme, and for their relevance to contemporary culture.

ENG 340 ...................................................................................3 credits

Creative Writing
This course introduces students to creative writing in various genres. The purpose of this course is to develop and expand students’ imaginative writing processes and to develop and expand their understanding of the human experience through creative writing. This would include identifying elements of writing and developing skills and techniques for creative writing in poetry, fiction, and nonfiction writings.

ENG 380 ...................................................................................3 credits

Applied Linguistics
This course introduces students to the nature of language and the way in which language is acquired and used in society. It also addresses grammatical aspects of language such as syntax, semantics, and pragmatics and changes in language over time. Stages of language acquisition and bilingual development will also be discussed.

ENG 491 ...................................................................................3 credits

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

ENG 493 ...................................................................................3 credits

English Literature to 1800
This course will survey major authors, ideologies, and historical contexts of English literature from medieval times until the 18th century. A diverse range of works, genres, movements, and cultural narratives will be explored.

ENG 494 ...................................................................................3 credits

Advanced Creative Writing
This course explores advanced literary elements of creative writing, focusing on elements of form and craft. Students will write poems, fictional short stories, and one act plays. In the process, students will re-examine all elements of the writing process to deepen their understanding of each stage of the process including prewriting, drafting, editing, and revising, and students will reflect upon differences among genres. A writers’ workshop will be an integral component of this course.

ENG 496 ...................................................................................3 credits

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

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

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

MTH 209 ................................................................. 3 credits

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

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

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

GEN 300 ................................................................. 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

MTH 220 ................................................................. 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

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

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

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

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

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

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

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

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

Bachelor of Science in History
The following Bachelor of Science in History (BS/HIS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in History degree is designed to provide students with substantive academic content in the discipline of their choice. After completion of additional methodology courses required for teacher certification in all states, the program may assist in the preparation of students for teaching opportunities in elementary and secondary education. The degree may also provide an academic foundation for students interested in pursuing further graduate education necessary for postsecondary teaching positions in history at most colleges and universities. Focused studies are designed to provide an interdisciplinary component that will increase the student's breadth of learning. The program will provide workers in business and government, as well as education, with learning that promotes critical thinking, information utilization, collaboration, communication, and analytical skills essential to effective and efficient work productivity. The Bachelor of Science in History introduces students to the study of the past and develops their understanding of historical events as they relate to the present. Students develop skills in research, critical thinking & analysis, and communication through a rigorous study of the past
as a contextual framework. Students will gain a proficient understanding of the major historical facts and themes in Western Civilization, United States, and Global History through their course of study.  

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

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

### BS/HIS Required Course of Study - History Major

**Major Courses-Lower Division**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 110</td>
<td>The American Experience Since 1945</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 120</td>
<td>US History to 1865</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 145</td>
<td>US History to 1865</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 112</td>
<td>The Middle East Since 1945</td>
<td>3 credits</td>
</tr>
<tr>
<td>GEO 155</td>
<td>Cultural Geography</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 276</td>
<td>History of Western Civilization from Pre-history to Middle Ages</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Focus Study -15 credits**

To satisfy the Focus Study requirement, students must complete 15 credits in a content area outside of their selected major. All 15 credits must be from the same content area and can be satisfied using transfer or University of Phoenix coursework. Credits completed to satisfy the Focus Study requirement may not apply within applicable General Education categories.

### Major Courses- Upper Division

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 308</td>
<td>Modern European History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 309</td>
<td>American Colonial and Revolutionary History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 335</td>
<td>Europe and the World Wars</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 349</td>
<td>The History of Modern China</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 403</td>
<td>Foundations of American Foreign Policy</td>
<td>3 credits</td>
</tr>
<tr>
<td>RES 404</td>
<td>Historical Research Methods</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Students must choose one course from the list below:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 301</td>
<td>United States Constitution</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 341</td>
<td>History of Africa</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Electives -12 credits (for Arkansas students only)

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Science in History degree.

**Electives -27 credits**

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Science in History degree.

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

### Additional Admission Requirements BS/HIS

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

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

### Degree Requirements for the BS/HIS

The degree requirements for this program are the following:

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits.
  - All students must meet the General Education areas approved by the university.
  - Completion of a fifteen (15) credit Focus Study.
  - A minimum program grade point average (GPA) of 2.0.
  - Students may choose additional elective credits in order to fulfill the required upper division and elective requirements.
  - All students must complete the minimum number of credits required by their degree program.
• Focus Study is reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Bachelor of Science in History

General Education Requirements for the BS/HIS

Communication Arts Requirement(s) 6 credits
Must include COMM 215, equivalent or higher

Mathematics Requirement(s) 9 credits
Must include MTH 209 and MTH 233, equivalent or higher

Social Science Requirement(s) 6 credits

Science & Technology Requirement(s) 6 credits
Must include at least three credits in the physical or biological sciences

Humanities Requirement(s) 6 credits

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

Students who lack 6.7 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for Arkansas students for the BS/HIS

Communication Arts Requirement(s) 6 credits
Must include COMM 215, equivalent or higher

Mathematics Requirement(s) 9 credits
Must include MTH 233, equivalent or higher
Must include MTH 220.

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

Science & Technology Requirement(s) 9 credits
Must include at least three credits in the physical or biological sciences
Must include CHM 110 and PHY 101 or equivalent transfer coursework with a lab component.

Humanities Requirement(s) 9 credits
Additional Liberal Arts 6 credits

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

Students who lack 6.7 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Academic Progression Requirements for the BS/HIS

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:
• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.

• GEN 195 will be required as the first course in the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
• With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.

Students must declare a Focus Study within 84 applied credits of program.

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

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

Residency Requirements and Course Waivers for the BS/HIS

Students in this program may waive a maximum of fifteen (15) credits from their major and focus on the basis of regionally or approved nationally accredited transferable coursework. Prior learning credit and military credits may not be used to waive coursework.

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

Course Descriptions for the BS/HIS

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

Foundations for General Education and Professional Success

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.
HIS 110 .................................................................3 credits
U.S. History to 1865
This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.

HIS 120 .................................................................3 credits
U.S. History 1865 to 1945
This course recounts the story of our country by looking at the experiences of the many diverse races and nationalities that, woven together, have created the United States of America. Students will learn to appreciate the contributions various peoples have made to the American culture. Emphasis will be placed on how both compromise and conflict have played major parts in American history.

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

HIS 112 .................................................................3 credits
History of Western Civilization from Prehistory to the Middle Ages
This course provides an overview of the principal social, cultural, political, economic, and global developments that shaped Western civilization from prehistory to the Middle Ages. It presents a framework for understanding current social experience by applying historical perspectives to contemporary issues.

GEO 155 .................................................................3 credits
Cultural Geography
This course provides students with an introduction to the cultural factors that impact the way in which humans use the environment. Topics include settlement patterns, the modification of the landscape, and resource utilization.

HIS 276 .................................................................3 credits
Global Civilizations 1400-1700
This course provides an overview of the establishment of global civilizations during the European Middle Ages through the 1700s. The principle social, cultural, political, economic, and global developments that influenced multiple civilizations during this period will be explored. The framework of this course will provide a societal understanding by applying historical perspectives to contemporary issues.

REL 134 .................................................................3 credits
World Religious Traditions I
This course provides a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Judaic, Christian, and Islamic religious traditions.

HIS 275 .................................................................3 credits
Global Civilizations to 1400
This course provides an overview of the establishment of civilizations throughout the world to the 1400s. The principle social, cultural, political, economic, and global developments that influenced multiple civilizations will be explored. The framework of the course will provide a societal understanding by applying historical perspectives to contemporary issues.

HIS 114 .................................................................3 credits
History of Western Civilization from the French Revolution to the Present
This course provides an overview of the principal social, cultural, political, economic, and global developments that shaped Western civilization from the French Revolution to the present. It presents a framework for understanding current social experience by applying historical perspectives to contemporary issues.

HIS 205 .................................................................3 credits
Asian History
This course provides a historical overview of India, China, Southeast Asia, Korea, and Japan. Emphasis will be placed on the diverse political, social, intellectual, and economic histories of these countries.

HIS 206 .................................................................3 credits
Latin American History
This course provides an overview of the history of Latin America. Topics include politics, economic development, international relations, and cultural development.

HIS 308 .................................................................3 credits
European History: Early Modern Era to the Present
This course discusses the growth and development of European nations from the Early Modern Era to the present, with a focus on Europe’s social, political, and economic history.

HIS 309 .................................................................3 credits
American Colonial and Revolutionary History
This course discusses the development of the American colonies and the origins of the American Revolution.

HIS 335 .................................................................3 credits
Europe and the World Wars
This course discusses the causes and history of World War I, the interwar era, and World War II, with a particular emphasis upon social, political, and economic developments during the period.

HIS 349 .................................................................3 credits
Modern China
This course provides students with a survey of the final century of dynastic rule and the rise to power of the Nationalist and Communist parties. Social and cultural developments, the impact of Western imperialism, and the evolution of revolutionary ideologies are highlighted throughout the course.

HIS 403 .................................................................3 credits
Foundations of American Foreign Policy
This course provides students with a review of U.S. diplomatic relations with Europe, Latin America, and Asia from the Declaration of Independence to the First World War.

RES 404 .................................................................3 credits
Historical Research Methods
This course provides students with the opportunity to learn and apply various types of research methods used in historical research. Emphasis is placed on research, writing, and critical thinking in a historical context.

HIS 301 .................................................................3 credits
United States Constitution
This course is a five-week introduction to the historical, political,
philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those who supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution, known as the Bill of Rights, as well as later amendments, and the issues of slavery and civil rights as seen through major court decisions.

HIS 341 ................................................................. 3 credits

Ancient Worlds
This course provides students with the opportunity to study the historical and cultural developments of Ancient Worlds including Egypt, Greece, and Rome.

HIS 343 ................................................................. 3 credits

The Ancient World: Greece
This course provides an examination of the tumultuous history of the Middle East. Topics include the spread of Islam, the 19th century Middle East, the Middle East after World War I, and the present-day Middle East.

HIS 355 ................................................................. 3 credits

The History of Modern Mexico
This course presents an analysis of the historical, cultural, social, economic, and political development of Mexico from 1821 to the present.

HIS 356 ................................................................. 3 credits

The History of Africa
This course examines the events and processes leading up to the colonization of Africa, and the subsequent changes in African society under colonial rule and after independence.

HIS 359 ................................................................. 3 credits

The History of Russia and the Soviet Union
This course provides students with an overview of the history of modern Russia and the Soviet Union including the decline of Imperial Russia, the Revolution of 1917, and collapse of the Soviet Union.

HIS 458 ................................................................. 3 credits

History of Human Discovery
This course seeks to provide an interdisciplinary approach to human discovery by investigating the minds, hearts, and actions of some of the significant people and events in the history of human development.

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

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

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

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

GEN 300 ........................................................................................................ 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University Library and learn how to access its resources successfully.

MTH 233 ........................................................................................................ 3 credits

Statistics
This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered. It examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.

MTH 209 ........................................................................................................ 3 credits

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

MTH 220 ........................................................................................................ 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

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

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

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

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

**The American Experience Since 1945**

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

**State and Local Political Processes**

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

**Bachelor of Science in Environmental Science**

The following Bachelor Science in Environmental Science (BS/EVS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science degree with a mathematics requirement and primary majors in natural sciences and history is designed to provide students with substantive academic content in the discipline of their choice. The program prepares students for teaching opportunities in elementary and secondary education after completion of additional methodology courses required for teacher certification in all states. The degree also provides an academic foundation for students interested in pursuing further graduate education necessary for postsecondary teaching positions in natural science or history at most colleges and universities. Focused studies are designed to provide an interdisciplinary component that will increase the student’s breadth of learning. The program will provide workers in business and government, as well as educational practice with learning that promotes critical thinking, information utilization, collaboration, communication, and analytical skills essential to effective and efficient work productivity. The major in Environmental Science is designed to provide students with a comprehensive understanding of the relationship between scientific principles and the environment. Topics will include biological and ecological fundamentals, the environment and society, environmental management and law, global health, risk assessment, ethics, and technology.

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

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

**BS/EVS Required Course of Study - Environmental Science Major**

**Major Requirements**

- GEN 200 (A Track Only) .........................................................3 credits
- Foundations for General Education and Professional Success
- GEN 195 (B Track Only) .........................................................3 credits
- Foundations of University Studies

**Major Courses - Lower Division**

- BIO 101 ~ ..................................................................................3 credits
- Principles of Biology
- BIO 280 ~ ..................................................................................3 credits
- Conservation Biology
- CHM 150 ~ ................................................................................4 credits
- General Chemistry I
- CHM 151 ~ ................................................................................4 credits
- General Chemistry II
- ENV 100 ~ ................................................................................3 credits
- Principles of Environmental Science
- GLG 220 ~ ................................................................................3 credits
- Physical Geology
- SCI 256 ~ ..................................................................................3 credits
- People, Science and the Environment

**Electives - Lower Division**

Students must choose one course from the list below:

- BIO 204 ~ ..................................................................................3 credits
- Plant Physiology
- BIO 240 ~ ..................................................................................3 credits
- General Biology
- GEO 180 ~ ................................................................................3 credits
- Physical Geography
- GLG 240 ~ ................................................................................3 credits
- Environmental Geology
- SCI 209 ~ ..................................................................................3 credits
- Oceanography

**Major Courses- Upper Division**

- BIO 315 ~ ..................................................................................3 credits
- Ecology and Evolution
- ECO 370 ~ ................................................................................3 credits
- Environmental Economics
- ENV 320 ~ ................................................................................3 credits
- Environmental Law
- ENV 410 ~ ................................................................................3 credits
- Environmental Toxicology
- ENV 420 ~ ................................................................................3 credits
- Environmental Risk Assessment
- SCI 362 ~ ..................................................................................3 credits
- Environmental Sustainability
- SUS 300 ~ ..................................................................................3 credits

**Electives - Upper Division**

Students must choose three courses from the list below:

- BIO 325 ~ ..................................................................................3 credits
• Completion of a minimum of 120 credits that include the Degree Requirements for the BS/EVS

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

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

Additional Admission Requirements BS/EVS

All applicants are expected to meet the following admissions requirements:

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

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

Focus Study -15 credits

To satisfy the Focus Study requirement, students must complete 15 credits in a content area outside of their selected major, 9 of which must be upper division. All 15 credits must be from the same content area and can be satisfied using transfer or University of Phoenix coursework. Credits completed to satisfy the Focus Study requirement may not apply within applicable General Education categories.

Additional Admission Requirements BS/EVS

All applicants are expected to meet the following admissions requirements:

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

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

Degree Requirements for the BS/EVS

• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 45 upper division credits,
  • All students must meet the General Education areas approved by the university.
  • Completion of a fifteen (15) credit Focus Study, nine (9) of which must be upper division.
  • A minimum grade point average (GPA) of 2.0.
  • Students may choose additional elective credits to fulfill upper division and elective requirements.

• Focus Study is reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Bachelor of Science in Environmental Science

General Education Requirements for the BS/EVS

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

• Communication Arts Requirement(s) 6 credits
  • A Track must include: COMM 215, equivalent or higher
  • B Track must include: COM 170 and COM 172

• Mathematics Requirement(s) 9 credits
  • Must include MTH 220 and MTH 231, equivalent or higher
  • The MTH 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

• Social Science Requirement(s) 6 credits
  • A Track must include: HUM 114
  • B Track must include: SCI 163
  • Must include PHY 101

• Humanities Requirement(s) 6 credits
  • A Track must include: HUM 114
  • B Track must include: SCI 163

• Interdisciplinary Component 3 credits

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

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

• All FYS requirements must be satisfied prior to enrolling in any other program applicable course.

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

• The course used to satisfy a First-Year Sequence course must be comparable in content to the University course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success or the program specific entry point course as outlined in the individual program policy as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.

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

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

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

• Students must declare Focus study within 84 applied credits of program.

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

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

Additional Residency Requirements and Course Waivers for the BS/EVS

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

The following courses in the Required Course of Study may not be waived: GEN 195, GEN 200

Course Descriptions for the BS/EVS

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

Foundations for General Education and Professional Success

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

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

Foundations of University Studies

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

BIO 101 .................................................................3 credits

Principles of Biology

This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.

BIO 280 .................................................................3 credits

Conservation Biology

This course will examine the concepts and issues related to the conservation of biodiversity. Topics will include the impact of society on plants and animals, aquatic and terrestrial ecosystems, extinction, and genetic diversity.

CHM 150 .................................................................3 credits

General Chemistry I

This course provides students with an in-depth knowledge of the principles and applications of chemistry. Topics include chemical nomenclature, atomic theory, stoichiometry, periodicity, chemical bonding, thermochemistry, gas laws, and properties of solids and liquids. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs. This course is the first half of the general chemistry sequence, which is completed in CHM 151: General Chemistry II.

CHM 151 .................................................................4 credits

General Chemistry II

This course continues the examination of principles and applications of chemistry that was begun in CHM 150: General Chemistry I. Topics include properties of solutions, acids and bases, kinetics, equilibrium, thermodynamics, oxidation-reduction, ionic and redox equations, and electrochemistry. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs.

ENV 100 .................................................................3 credits

Principles of Environmental Science

This course will provide students with the scientific principles, concepts, and methodologies that are required to identify and analyze risks associated with environmental problems, and examine alternative solutions for resolving or preventing these problems.

GLG 220 .................................................................3 credits

Physical Geology

This course will introduce the key concepts of geology by examining the Earth and the processes that take place within it. Topics will include historical geology, rocks and minerals, plate tectonics, igneous activity, mass wasting, weathering and erosion systems.

SCI 256 .................................................................3 credits

People, Science and the Environment

This course explores the interrelationship of human beings and their living and nonliving environments. The role of science in helping to define and address problems that stem from these interactions is examined. This introductory environmental science course examines ecosystems and the science behind how they work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems, and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution, as well as types of energy resources are addressed. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.

BIO 204 .................................................................3 credits
### Plant Physiology
This course will examine the key concepts of plant physiology. Topics will include the structure and function of plants, growth and development, water transport, mineral nutrition, photosynthesis, and plant metabolism.

**BIO 240** ................................................................. 3 credits

### General Biology
This course will provide an in-depth look into the principles of biology. Topics will include molecular biology, cellular structure and function, genetics, evolution, organisms, and populations.

**GEO 180** ................................................................. 3 credits

### Physical Geography
This course introduces students to the principles of physical geography. Students examine the processes of Earth’s physical environment as well as the human-environment interaction. Topics include plate tectonics, the rock cycle, landscape building, water resources, the relationship between the Earth and Sun, the elements of weather and climate, vegetation and soils, types and uses of maps, and human interaction with the environment.

**GLG 240** ................................................................. 3 credits

### Environmental Geology
This course introduces students to the study of environmental geology. Students examine the connection between geological processes and resource management. Topics include Earth’s internal structure and processes, hydrological and geological resources, geomorphology, natural hazards, waste management, policies and regulations, and the impact of human activity on natural resources.

**SCI 209** ................................................................. 3 credits

### Oceanography
This course examines the linkages between the evolution of earth and water masses. Students will focus on the physical, chemical, biological and geological aspects of the ocean processes.

**BIO 315** ................................................................. 3 credits

### Ecology and Evolution
This course provides the fundamental principles of ecology. Students will focus on populations and communities, adaptation, and other factors that affect organisms.

**ECO 370** ................................................................. 3 credits

### Environmental Economics
This course applies the theoretical economic tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.

**ENV 320** ................................................................. 3 credits

### Environmental Law
This course explores the administrative regulations and policies that are requisite to the management of health and safety in the workplace. Federal, state, and local policies will be examined.

**ENV 410** ................................................................. 3 credits

### Environmental Toxicology
The purpose of this course is to provide the fundamental knowledge of the effects of environmental chemicals on living systems, and the toxic responses of the human and plant systems. Students will discuss risk, ethics, and social responsibility with regard to environmental toxicology.

**ENV 420** ................................................................. 3 credits

### Environmental Risk Assessment
This course provides an overview of the basic concepts of human and ecological risk assessment. Significant case studies will be used to illustrate the assessment process.

**SCI 362** ................................................................. 3 credits

### Environmental Issues and Ethics
Applying scientific, philosophical, economic & ethical principles, this course will consider current and future environmental issues from an interdisciplinary philosophical perspective. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment.

**SUS 300** ................................................................. 3 credits

### Environmental Sustainability
Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and energy efficient home or building design.

**BIO 325** ................................................................. 3 credits

### Economic Botany
This course focuses on the economic uses of plants from international, historical, environmental and contemporary perspectives. Economic uses include plant textiles, spices, herbs, perfumes, oils, waxes, beer, coffee, tea, wine, chocolate, marijuana, psychedelics, fuel algae, and fungi.

**ENV 310** ................................................................. 3 credits

### Environmental Management
This course examines environmental problems from a local, national, and international perspective. Federal legislation will be reviewed on air pollution and water quality. Students will be introduced to control techniques for treating air and water, and the emerging environmental issues such as global climate change, bioterrorism, organic pollutants, and industrial ecology.

**ENV 315** ................................................................. 3 credits

### Global Change
This course will examine the impact of human activity on the environment. Students will examine a variety of environmental issues influenced by human activity, including the development and impact of global climate change on Earth.

**ENV 330** ................................................................. 3 credits

### Global Environmental Health
This course explores the impact of industrialization and development on the global environment. Students will be provided an overview of scientific and policy issues of global environmental health.

**ENV 340** ................................................................. 3 credits

### Energy and the Environment
This course will introduce topics covering a wide variety of alternative energy sources, the need for renewable energy, as well as the problems associated with them. Energy sources will include oil, coal, natural gas, hydroelectric, nuclear, wind, solar, geothermal, tidal, and biofuels.

**ENV 350** ................................................................. 3 credits
Water and Wastewater Treatment Technology
This course will introduce students to water and wastewater treatment technology. Topics will include drinking-water treatment and distribution, wastewater collection and treatment, and water reuse.
ENV 400 ...................................................................................3 credits

Watershed Hydrology
This course will introduce students to the water cycle and freshwater management. Topics will include examination of bodies of water, geology and soil properties, the water cycle, groundwater flow, pollution effects, and government involvement.
ENV 430....................................................................................3 credits

Environmental Technology
This course presents students with the current and emerging technologies that are available for the management of the environment. Environmental factors will be examined for the proper selection and application of these technologies.
ENV 431....................................................................................3 credits

Public Policy Analysis
This course will examine the fundamentals of public policy analysis to the environment. Students will explore the management of public policy issues related to land use and urbanization, ecosystem preservation, global analysis, and policy making.
COMM 215...............................................................................3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process 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 231...................................................................................3 credits

Statistics for the Life Sciences
This course will examine the concepts of statistics leading to the application of these concepts to the life sciences. Topics will include populations and samples, random sampling, probabilities, distributions, and confidence intervals.
PHY 101....................................................................................3 credits

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

Non-degree seeking students are permitted to take courses if admitted into the Pathways Program. The Pathways Program is designed for current high school juniors and seniors seeking to earn college credits while still enrolled in secondary schools. Pathways students may earn a maximum of 12 credits at the University of Phoenix. Non-degree students are not eligible to receive most types of financial aid or veterans benefits and must demonstrate English proficiency, if applicable, to be eligible for course enrollment. The Pathways Program admissions process must be completed before enrollment in any courses.

Admission into the Pathways program requires:
• Pathways Non-degree Application
• High School Junior or Senior Standing
• Pathways students must meet all prerequisite requirements for the program in which the courses are included. Students must also meet all admission requirements, with the exception of the HS diploma or equivalent
• Parent or guardian consent
• $25 application fee

Before proceeding beyond 12 credits, Pathways program students must submit a University of Phoenix degree seeking application for admission, possess a high school diploma (or equivalent), and be granted acceptance to the University of Phoenix. Pathways students who want to earn more than 12 credits will be deemed degree seeking and be required to submit an application for admission to a University of Phoenix degree program.

Note: The Pathways Program is not available in all states. Please consult an enrollment counselor to determine if residents of a specific state are eligible for this program.
COLLEGE OF CRIMINAL JUSTICE AND SECURITY

The College of Criminal Justice and Security prepares students for professional and management-related career opportunities in criminal justice and security by applying a multidisciplinary comparative management approach to criminal justice theory and application. Students will be prepared to understand, explain, and predict criminal justice and security concepts and to contribute to the development of public and private policy within communities. Our mission is to enhance the academic preparation and professionalism of the nation’s criminal justice and security communities through access to quality criminal justice and security higher education. The College of Criminal Justice and Security provides innovative, respected, relevant, affordable, and student-focused programs, designed to prepare students for opportunities of service and leadership in a diverse, global society. Curriculum is delivered by experts who relate both theory and practice in this evolving field. The College has earned respect through continuous improvement driven by a combination of innovation in the field and empirical evidence of learning outcomes, all of which is accomplished through the integrity, teamwork, and creativity of college faculty and staff. We are a respected criminal justice and security college, known for its distinctive strengths in providing superior and relevant educational programs to its students. It is the student’s responsibility to ascertain whether their past history and conduct may prohibit their placement or participation in the criminal justice and security field. The University makes no guarantee or representation that the student will meet all qualifications for such employment or licensure for the occupation or profession related to the chosen program.

Associate of Arts/Concentration in Criminal Justice

The following Associate of Arts/Concentration in Criminal Justice (AACJ) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

Concentration in Criminal Justice - Track A and B

CJS 200 ~ ................................................................. 3 credits
Foundations of the Criminal Justice System
CJS 210 ~ ................................................................. 3 credits
Fundamentals of Policing
CJS 220 ~ ................................................................. 3 credits
Introduction to Criminal Court System
CJS 230 ~ ................................................................. 3 credits
Introduction to Corrections
CJS 240 ~ ................................................................. 3 credits
Introduction to Juvenile Justice
CJS 250 ~ ................................................................. 3 credits
Introduction to Security

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

Additional Admission Requirements for AACJ

• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AACJ

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

All undergraduate students are required to complete the minimum...
general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

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

Degree Requirements for AACJ
The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
• A minimum grade point average (GPA) of 2.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AACJ
• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

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

Additional Residency Requirements and Course Waivers for the AACJ
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AACJ

CJS 200 .............................................................................................................. 3 credits
Fundamentals of Policing
This course provides students with the opportunity to gain a basic understanding of policing in the United States. It examines the history of the police, the emerging role of private security, and the organizational concepts of police departments. This course also discusses the relationships between the police department and their respective communities. Other topics include recruitment processes, diversity, culture, and laws that govern policing. Students will have the opportunity to research their local police department for a closer look at policing in their community.

CJS 210 .............................................................................................................. 3 credits
Introduction to Criminal Court System
This course is an introduction to the fundamental elements of the courts in our criminal justice system. Students will examine the many complexities affecting the court system, from the theory behind the creation of laws to the implementation of such laws. This course provides an in-depth look into the roles and functions of the professionals interacting within the court while outlining the courtroom process. Other topics include punishments, appeals, and plea bargains.

CJS 220 .............................................................................................................. 3 credits
Introduction to Corrections - A World Apart
This course introduces students to the fundamental elements of the corrections system within the criminal justice field. Students will examine the early implementations of punishment as well as evolving philosophies of sentencing. Students will gain insight into the purpose and functions of jails and prisons, while establishing a connection between prison life and prisoner’s rights. Students will also take an in-depth look into how parole and probation affect our communities. Other topics include correctional management, rehabilitation, and correctional systems in other countries.

CJS 240 .............................................................................................................. 3 credits
Introduction to Juvenile Justice
This course is a general orientation to the concept of delinquency and the field of juvenile justice. Students will examine the nature of delinquency, as well as a variety of theories and suspected causes
of delinquent behavior. Students will study factors related to delinquency and/or prevention including gender, youthful behavior, family, peers, drug use, school, and community. This course will also familiarize students with the evolution of juvenile justice and key players in the juvenile justice process. Additionally, students will develop an understanding of the juvenile court process, as well as juvenile detention, restitution, prevention and treatment.

CJS 250 .......................................................................................... 3 credits

Introduction to Security

This course is an introduction to contemporary security practices and programs. Students will study the origins of private security, its impact on our criminal justice system, and the roles of security personnel. Students will also examine the growth and privatization of the security industry, and study the elements of physical security including surveillance and alarm systems. The course will cover legal and liability issues, which determine the extent of private security authority as well as its limitations. This course will also focus on the current and future integration of private security services in law enforcement agencies.

COM 150 .......................................................................................... 3 credits

Effective Essay Writing

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

COM 220 .......................................................................................... 3 credits

Research Writing

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

ETH 125 .......................................................................................... 3 credits

Cultural Diversity

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

CRT 205 .......................................................................................... 3 credits

Critical Thinking

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

GEN 105 .......................................................................................... 3 credits

Skills for Learning in an Information Age

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

Associate of Arts/Concentration in Criminal Justice (Maryland-Online)

The following Associate of Arts/Emphasis in Criminal Justice (AACJ) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Criminal Justice emphasis focuses on policing practices, corrections, the criminal court system, and juvenile justice. Students take a comprehensive look at these topics through interactive assignments that not only develop their critical thinking skills, but also enable them to recognize the functions of the criminal justice professions within their community. Students are required to formulate conclusions, evaluate decisions, and develop opinions based on learned topics. Students analyze relationships between the citizens, the police, and the court systems. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aacj.

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

Emphasis in Criminal Justice - Track A and B

CJS 200 ~ .......................................................................................... 3 credits

Foundations of the Criminal Justice System

CJS 210 ~ .......................................................................................... 3 credits

Fundamentals of Policing

CJS 220 .......................................................................................... 3 credits

Introduction to Criminal Court System

CJS 230 .......................................................................................... 3 credits

Introduction to Corrections

CJS 240 .......................................................................................... 3 credits

Introduction to Juvenile Justice

CJS 250 .......................................................................................... 3 credits

Introduction to Security

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

Additional Admission Requirements for AACJ

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

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

General Education Requirements for the AACJ

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

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

Degree Requirements for AACJ

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  
  Associate of Arts

Academic Progression Requirements for the AACJ

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General Education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.

- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class must be recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Additional Residency Requirements and Course Waivers for the AACJ

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

Course Descriptions for the AACJ

CJS 200......................................................................................3 credits

**Foundations of the Criminal Justice System**

This course is an introduction to the foundational elements of the criminal justice system. Students examine this system from its influential past to its multi-faceted present to its theorized future. This course gives the student an interactive pathway through the laws that protect the system, through the people that enforce the system, and through the courts that govern this system. It also provides an overview of the correctional systems and their impact and roles in American society. Other topics include crime causation, terrorism, and cybercrime related issues.

CJS 210......................................................................................3 credits

**Fundamentals of Policing**

This course provides students with the opportunity to gain a basic understanding of policing in the United States. It examines the history of the police, the emerging role of private security, and the organizational concepts of police departments. This course also discusses the relationships between the police department and their respective communities. Other topics include recruitment processes, diversity, culture, and laws that govern policing. Students will have the opportunity to research their local police department for a closer look at policing in their community.

CJS 220......................................................................................3 credits

**Introduction to Criminal Court System**

This course is an introduction to the fundamental elements of the courts in our criminal justice system. Students will examine the
many complexities affecting the court system, from the theory behind the creation of laws to the implementation of such laws. This course provides an in-depth look into the roles and functions of the professionals interacting within the court while outlining the courtroom process. Other topics include punishments, appeals, and plea bargains.

CJS 230 ................................................................. 3 credits

Introduction to Corrections - A World Apart

This course introduces students to the fundamental elements of the corrections system within the criminal justice field. Students will examine the early implementations of punishment as well as evolving philosophies of sentencing. Students will gain insight into the purpose and functions of jails and prisons, while establishing a connection between prison life and prisoner’s rights. Students will also take an in-depth look into how parole and probation affect our communities. Other topics include correctional management, rehabilitation, and correctional systems in other countries.

CJS 240 ......................................................................... 3 credits

Introduction to Juvenile Justice

This is a general orientation to the concept of delinquency and the field of juvenile justice. Students will examine the nature of delinquency, as well as a variety of theories and suspected causes of delinquent behavior. Students will study factors related to delinquency and/or prevention including gender, youthful behavior, family, peers, drug use, school, and community. This course will also familiarize students with the evolution of juvenile justice and key players in the juvenile justice process. Additionally, students will develop an understanding of the juvenile court process, as well as juvenile detention, restitution, prevention and treatment.

CJS 250 ......................................................................... 3 credits

Introduction to Security

This course is an introduction to contemporary security practices and programs. Students will study the origins of private security, its impact on our criminal justice system, and the roles of security personnel. Students will also examine the growth and privatization of the security industry, and study the elements of physical security including surveillance and alarm systems. The course will cover legal and liability issues, which determine the extent of private security authority as well as its limitations. This course will also focus on the current and future integration of private security services in law enforcement agencies.

COM 150 ................................................................. 3 credits

Effective Essay Writing

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

COM 220 ................................................................. 3 credits

Research Writing

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

ETH 125 ......................................................................... 3 credits

Cultural Diversity

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

CRT 205 ......................................................................... 3 credits

Critical Thinking

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

GEN 105 ......................................................................... 3 credits

Skills for Learning in an Information Age

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

Associate of Arts/Concentration in Criminal Justice (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Criminal Justice (AACJ) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Criminal Justice concentration focuses on policing practices, corrections, the criminal court system, and juvenile justice. Students take a comprehensive look at these topics through interactive assignments that not only develop their critical thinking skills, but also enable them to recognize the functions of the criminal justice professions within their community. Students are required to formulate conclusions, evaluate decisions, and develop opinions based on learned topics. Students analyze relationships between the citizens, the police, and the court systems.

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

For students residing in Minnesota: For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aacj-mn.
Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Concentration in Criminal Justice - Track A and B**
- CJS 200: Foundations of the Criminal Justice System 3 credits
- CJS 210: Fundamentals of Policing 3 credits
- CJS 220: Introduction to Criminal Court System 3 credits
- CJS 230: Introduction to Corrections 3 credits
- CJS 240: Introduction to Juvenile Justice 3 credits
- CJS 250: Fundamentals of Policing 3 credits
- CJS 260: Research in Criminal Justice 3 credits
- CJS 270: Introduction to Criminal Court System 3 credits
- CJS 280: Introduction to Corrections 3 credits
- CJS 290: Introduction to Juvenile Justice 3 credits

**General Education Requirements for the AACJ for Arkansas Students**
- Communication Arts Requirement 6 credits
  - (A Track must include: COM 150 and COM 220)
  - (B Track must include: COM 155 and COM 156)
- Mathematics Requirement 6 credits
  - Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
  - Must include: MAT 219 and MAT 220
- Science & Technology Requirement 9 credits
  - (B Track must include: SCI 162)
- Social Science Requirement 9 credits
  - (A Track must include: ETH 125)
  - (B Track must include: PSY 201 and ETH 125)
- Humanities Requirement 9 credits
  - (A Track must include: CRT 205)
- Additional Liberal Arts Requirement 6 credits
  - (A Track must include: GEN 105)
  - (B Track must include: US 101 and FP 101)

**General Education Requirements for the AACJ for Minnesota Students**
- Communication Arts Requirement 6 credits
  - (A Track must include: COM 150 and COM 220)
  - (B Track must include: COM 155 and COM 156)
- Mathematics Requirement 6 credits
- Science & Technology Requirement 9 credits
- Social Science Requirement 9 credits
- Humanities Requirement 9 credits
- Additional Liberal Arts Requirement 6 credits
  - (A Track must include: GEN 105)
  - (B Track must include: US 101 and FP 101)

**Degree Requirements for the AACJ**
- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**Academic Progression Requirements for the AACJ**
- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program. Students who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework.
  • Regionally or nationally accredited coursework (C- or higher grade).
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Additional Residency Requirements and Course Waivers for the AACJ

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

Course Descriptions for the AACJ

CJS 200 ................................................................. 3 credits

Foundations of the Criminal Justice System

This course is an introduction to the foundational elements of the criminal justice system. Students examine this system from its influential past to its multi-faceted present to its theorized future. This course gives the student an interactive pathway through the laws that protect the system, through the people that enforce the system, and through the courts that govern this system. It also provides an overview of the correctional systems and their impact and roles in American society. Other topics include crime causation, terrorism, and cybercrime related issues.

CJS 210 ................................................................. 3 credits

Fundamentals of Policing

This course provides students with the opportunity to gain a basic understanding of policing in the United States. It examines the history of the police, the emerging role of private security, and the organizational concepts of police departments. This course also discusses the relationships between the police department and their respective communities. Other topics include recruitment processes, diversity, culture, and laws that govern policing. Students will have the opportunity to research their local police department for a closer look at policing in their community.

CJS 220 ..................................................................................... 3 credits

Introduction to Criminal Court System

This course is an introduction to the fundamental elements of the courts in our criminal justice system. Students will examine the many complexities affecting the court system, from the theory behind the creation of laws to the implementation of such laws. This course provides an in-depth look into the roles and functions of the professionals interacting within the court while outlining the courtroom process. Other topics include punishments, appeals, and plea bargains.

CJS 230 ................................................................................. 3 credits

Introduction to Corrections - A World Apart

This course introduces students to the fundamental elements of the corrections system within the criminal justice field. Students will examine the early implementations of punishment as well as evolving philosophies of sentencing. Students will gain insight into the purpose and functions of jails and prisons, while establishing a connection between prison life and prisoner’s rights. Students will also take an in-depth look into how parole and probation affect our communities. Other topics include correctional management, rehabilitation, and correctional systems in other countries.

CJS 240 ................................................................................. 3 credits

Introduction to Juvenile Justice

This course is a general orientation to the concept of delinquency and the field of juvenile justice. Students will examine the nature of delinquency, as well as a variety of theories and suspected causes of delinquent behavior. Students will study factors related to delinquency and/or prevention including gender, youthful behavior, family, peers, drug use, school, and community. This course will also familiarize students with the evolution of juvenile justice and key players in the juvenile justice process. Additionally, students will develop an understanding of the juvenile court process, as well as juvenile detention, restitution, prevention and treatment.

COM 150 ................................................................................. 3 credits

Effective Essay Writing

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

COM 220 ................................................................................. 3 credits

Research Writing

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

MAT 219 ................................................................. 3 credits

Introduction to College Algebra

This course introduces algebraic concepts providing a solid foun-
University of Phoenix, 2013-2014

dation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 220 ...................................................................................3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

BIO 100 .................................................................4 credits

Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 .................................................................3 credits

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

HIS 135 .................................................................3 credits

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

ETH 125 .................................................................3 credits

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

CRT 205 .................................................................3 credits

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

GEN 105 ...................................................................................3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

The Bachelor of Science in Organizational Security and Management

The following Bachelor of Science in Organizational Security and Management (BS/OSM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Organizational Security and Management degree is designed to address an increasing national and international need for greater technical competence and professionalism in the security industry. The distinctions between the roles of criminal justice agencies and private security organizations are recognized and the degree program provides the required knowledge for a student to develop competency and management skills in organizational security. While the program includes courses in Terrorism and Homeland Security, it also recognizes the depth and breadth of the discipline and provides a variety of courses designed to expose students to the entire spectrum of the security profession.

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

Required Course of Study for the BS/OSM

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

GEN 300 ...................................................................................3 credits

Skills for Professional Development
SEC 310 ~ ...................................................................................3 credits

Introduction to Organizational Security and Management
SEC 320 ~ ...................................................................................3 credits

Survey of Security Specializations
CIS 319 ~ ...................................................................................3 credits

Computers and Information Processing
MGT 431 ~ ...................................................................................3 credits

Human Resources Management
SEC 340 ~ ...................................................................................3 credits

Criminology and the Criminal Justice System
SEC 360 ~ ...................................................................................3 credits
Interpersonal Communications
SEC 390 ~ ................................................................. 3 credits
Organizational Behavior and Management
SEC 370 ~ ................................................................. 3 credits
The Administration Process
SEC 330 ~ ................................................................. 3 credits
Industrial Safety
SEC 350 ~ ................................................................. 3 credits
Legal and Regulatory Issues in Security Management
SEC 400 ~ ................................................................. 3 credits
Threat and Vulnerability Management
SEC 430 ~ ................................................................. 3 credits
Principles of Investigation
SEC 440 ~ ................................................................. 3 credits
Security of Information Systems and Technology
SEC 410 ~ ................................................................. 3 credits
Physical Security
SEC 420 ~ ................................................................. 3 credits
Personal Security
SEC 450 ~ ................................................................. 3 credits
Global Security Issues
SEC 460 ~ ................................................................. 3 credits
Terrorism
SEC 470 ~ ................................................................. 3 credits
Homeland Security and Interagency Response
SEC 480 ~ ................................................................. 3 credits
Capstone Course
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BS/OSM
All applicants are expected to meet the following admissions requirements:
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.
- Signed Criminal Conviction Prohibition Acknowledgement Form

Degree Requirements for the BS/OSM
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 57 upper division credits.
- A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.00.
- A minimum of 120 total credits that include a minimum of 57 upper division credits. Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.
- If a student fails to complete SEC 480 with a C- or better, the student must retake the course to satisfy the degree requirement.

Academic Progression Requirements for the BS/OSM
All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

General Education Requirements for the BS/OSM
A minimum of 54 of the 120 credits must be in the general educa-
tion areas approved by the University.
Communication Arts, 6 credits
Mathematics, 6 credits
Science and Technology, 6 credits
Must include at least 3 credits in the physical or biological sciences
Humanities, 6 credits
Social Science, 6 credits
Additional Liberal Arts, 3 credits
Interdisciplinary Requirements, 15 credits
Professional Development, 3 credits
GEN 300 is completed as part of the required course of study
Integrating, 3 credits
SEC 480 is completed as part of the required course of study
Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance.
Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BS/OSM for Arkansas Students

All students must complete 54 general education credits from the following areas:
Communication Arts, 6 credits
Mathematics, 6 credits
Must include MTH 220
Science and Technology, 9 credits
Must include CHM 110 and PHY 101
Humanities, 9 credits
Social Science, 9 credits
Must include HIS 145 or POL 215
Additional Liberal Arts, 3 credits
Interdisciplinary Requirements, 6 credits
Professional Development, 3 credits
GEN 300 is completed as part of the required course of study
Integrating, 3 credits
SEC 480 is completed as part of the required course of study
Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance.
Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Additional Residency Requirements and Course Waivers for the BS/OSM

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
The following courses in the Required Course of Study may not be waived: GEN 300, SEC 480
Course Descriptions for the BS/OSM
GEN 300 ...................................................................................3 credits
Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.
SEC 310 ...................................................................................3 credits
Introduction to Organizational Security and Management
This course is an overview of the principles of security management and the consequences of failure to adequately protect business assets. The course includes an introduction to loss prevention and risk management. It provides an overview of the contingencies that influence modern security management, e.g., technology, legal issues, ethics, vulnerability assessments, criminal and terrorist activity, and interagency cooperation. The course also introduces various security operation specializations and programs such as Corporate, Academic, Transportation, Government, and others.
SEC 320 ...................................................................................3 credits
Survey of Security Specializations
This course identifies and contrasts the benefits of proprietary and contract security operations and introduces the student to a variety of security specializations. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective specializations.
CIS 319 ...................................................................................3 credits
Computers and Information Processing
This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.
MGT 431 ...................................................................................3 credits
Human Resources Management
This course focuses on the strategic role of human resources management, personnel planning and job analysis, personnel selection, performance appraisal, compensation, training and development from the vantage point of the manager.
SEC 340 ...................................................................................3 credits
Criminology and the Criminal Justice System
This course identifies various types of criminal activity and provides the student with an understanding of the causes of criminal behavior and the societal response to crime. It also identifies and discusses the various elements of the American criminal justice system.
SEC 360 ...................................................................................3 credits
Interpersonal Communications
This course prepares the student to communicate effectively in written and verbal form. It provides principles for effective investigative reporting and incident documentation as well as techniques for interviewing and understanding verbal and non-verbal communication.
SEC 390 ...................................................................................3 credits
Organizational Behavior and Management
This course encompasses the study of individual and group behavior in organizational settings. Management methods for organizational processes and change are presented along with leadership applications.
SEC 370 ...................................................................................3 credits
The Administration Process
This course provides the student with an understanding of the various elements of a program budget, the process of budget development, justification and presentation and principles of contract preparation.
SEC 330 ................................................................. 3 credits

Industrial Safety
This course provides the student with an overview of safety issues that could be experienced by security personnel as first responders in various work environment emergencies. It includes a review of OSHA, EPA and Fire Code safety regulations and provides methods for identifying and correcting environmental risk factors related to hazardous materials, fire and other potential safety hazards. The course is also intended to provide the student with knowledge that will assist with the initial response to and investigation of work related accidents.
SEC 350 ................................................................. 3 credits

Legal and Regulatory Issues in Security Management
This course examines legal, regulatory, ethical and policy issues that influence the work performance of security personnel and it also discusses the potential consequences of non-compliance for individuals and institutions.
SEC 400 ................................................................. 3 credits

Threat and Vulnerability Management
This course prepares students to conduct comprehensive threat assessments with respect to physical facilities, personnel, equipment or operating systems and enables students to evaluate and manage vulnerabilities in terms of potential threats.
SEC 430 ................................................................. 3 credits

Principles of Investigation
Investigation of criminal activity, employment applicant backgrounds and internal organizational issues are an integral part of the security manager's responsibilities. This course is designed to provide the student with an understanding of the principles and techniques of investigation.
SEC 440 ................................................................. 3 credits

Security of Information Systems and Technology
This course provides the student with an understanding of the security issues associated with computer systems. The course also identifies security measures that are intended to protect the software, hardware and data associated with computer systems.
SEC 410 ................................................................. 3 credits

Physical Security
This course provides the student with an understanding of the various levels of security that can be employed for the protection of people, property and data housed in physical facilities.
SEC 420 ................................................................. 3 credits

Personal Security
This course provides the student with an understanding of the procedures, techniques and technology associated with the protection of executives, employees, customers and the general public from intentional harm, accidents and naturally occurring emergencies.
SEC 450 ................................................................. 3 credits

Global Security Issues
This course evaluates world interests and the changing dimensions of security. It helps the student understand the dynamic nature of global factors that significantly influence security strategies.
SEC 460 ................................................................. 3 credits

Terrorism
This course helps the student understand the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts.
SEC 470 ................................................................. 3 credits

Homeland Security and Interagency Response
This course examines the establishment and mission of the Department of Homeland Security, the agencies contained in the department, other federal agencies involved with homeland security, the USA PATRIOT Act and intelligence gathering, and the role of the military, local and state agencies, and the private sector in homeland security.
SEC 480 ................................................................. 3 credits

Capstone Course
This is the capstone course for Organizational Security and Management undergraduate students. The course provides students with the opportunity to integrate and apply specific program knowledge and learning in a comprehensive manner. Students will evaluate and demonstrate their professional growth.
COMM 215 ............................................................ 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.
GEN 200 ................................................................. 3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.
GEN 101 ................................................................. 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.
MTH 220 ................................................................. 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.
CHM 110 ................................................................. 3 credits
Introductory Chemistry

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

PHY 101 ........................................................................................................3 credits

Fundamentals of Physics

This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 ....................................................................................................3 credits

The American Experience Since 1945

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ....................................................................................................3 credits

State and Local Political Processes

This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

BSCJA Foundation Courses

The following Bachelor of Science in Criminal Justice Administration (Maryland-Online) is an integrated program combining academic instruction in criminal justice with applied skills for students whose goal is a career in the areas of the system where basic skills in interviewing, case management, mental health interventions, advocacy and mediation are required. Human Services graduates are prepared to provide services in a variety of institutional and community settings within the criminal justice domains of policing, the courts, institutional and community corrections.

The mission of the Bachelor of Science in Criminal Justice Administration is to provide students with a strong foundation in criminal justice principles, concepts, and theories, as well as a practice orientation to justice administration. The degree offers a global perspective, as well as specific emphasis areas of criminal justice services delivery. Students will receive core instruction in criminal justice as it is represented in the domains of police, courts, and corrections and then advance to emphases related to specific areas of criminal justice within those domains.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

BSCJA Foundation Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEN 200</td>
<td>Foundations for General Education and Professional Success</td>
<td>3</td>
</tr>
<tr>
<td>CJA 204 ~</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJA 214 ~</td>
<td>Introduction to Police Theory and Practices</td>
<td>3</td>
</tr>
<tr>
<td>CJA 224 ~</td>
<td>Introduction to Criminal Court Systems</td>
<td>3</td>
</tr>
<tr>
<td>CJA 234 ~</td>
<td>Introduction to Corrections</td>
<td>3</td>
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</table>

BSCJA Required Course of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CJA 304 ~</td>
<td>Interpersonal Communications</td>
<td>3</td>
</tr>
<tr>
<td>CJA 314 ~</td>
<td>Criminology</td>
<td>3</td>
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<tr>
<td>CJA 324 ~</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CJA 334 ~</td>
<td>Ethics in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJA 344 ~</td>
<td>Research Methods in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJA 345 ~</td>
<td>Cultural Diversity Issues in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJA 354 ~</td>
<td>Criminal Law</td>
<td>3</td>
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<tr>
<td>CJA 364 ~</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CJA 374 ~</td>
<td>Juvenile Justice Systems and Processes</td>
<td>3</td>
</tr>
<tr>
<td>CJA 384 ~</td>
<td>Criminal Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

Contemporary Issues and Futures in Criminal Justice

Students must select one emphasis in a particular area of study at the time of enrollment. Students may also complete an additional emphasis. Please contact your academic representative for more information.

Emphasis in Human Services

The BSCJA Human Services emphasis is intended to give graduates knowledge and basic skills to work in the human services and helping areas of the criminal justice system. This particular emphasis represents an integrated program combining academic instruction in criminal justice with applied skills for students whose goal is a career in the areas of the system where basic skills in interviewing, case management, mental health interventions, advocacy and mediation are required. Human Services graduates are prepared to provide services in a variety of institutional and community settings within the criminal justice domains of policing, the courts, institutional and community corrections.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja-hs.
Emphasis in Institutional Healthcare

The BSCJA Institutional Health Care emphasis addresses the basic body of knowledge, understanding, and skills identified as relevant to criminal justice based health care services. This includes such areas as management, policy, legal and ethical parameters, health and disease factors, and health care service delivery. The reshaping of contemporary criminal justice health care requires workers to have a broad range of knowledge associated with the functions of health care in detention and correctional institutions, as well as various other areas represented in the greater criminal justice system.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja.

HCS 310 ~ .......................................................... 3 credits
Health Care Delivery in the United States
HCS 330 ~ .......................................................... 3 credits
Introduction to Health and Disease

Emphasis in Management

The BS/CJA Management emphasis is designed to give learners a depth of understanding concerning the management and administrative skills necessary to effectively run organizations in the various domains of the criminal justice system. The courses included in this degree emphasis focus primarily on the management and administration skill sets associated with the police, the courts, and with corrections. The theories and principles behind criminal justice are also examined. Students learn about policies, procedures associated with management functions, as well as many administrative practices and factors impacting criminal justice agency operations. This will not only give you the insight into what these specific departments are and what they do, but how to maintain and evaluate organizational operations from an administrative viewpoint.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja.

CJA 444 ~ .......................................................... 3 credits
Organizational Behavior and Management
CJA 454 ~ .......................................................... 3 credits
Criminal Justice Management Theory and Practice
CJA 464 ~ .......................................................... 3 credits
Criminal Justice Policy Analysis
CJA 474 ~ .......................................................... 3 credits
Managing Criminal Justice Personnel
CJA 484 ~ .......................................................... 3 credits
Criminal Justice Administration Capstone

Emphasis in Institutional Healthcare

Models of Effective Helping
BSHS 311 ~ .......................................................... 3 credits
Case Management
BSHS 441 ~ .......................................................... 3 credits
Advocacy and Mediation
BSHS 471 ~ .......................................................... 3 credits
Mental Health and Crisis Intervention Practices
CJA 484 ~ .......................................................... 3 credits
Criminal Justice Administration Capstone

Emphasis in Cybercrimes

The BSCJA Cybercrimes emphasis provides students with the basic skills needed to recognize relevant sources of electronic evidence and determine how electronic evidence can be used in court proceedings and as part of an organizational security plan. The emphasis combines academic instruction in criminal justice and cybercrime concepts to include; the evolution of cybercrime, cybercrime forensics, electronic evidence gathering, and cybercrime investigation and prevention. Students are prepared to provide services in a variety of private and public settings within the criminal justice domains of policing, the courts, corrections, and security.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja.

CJA 444 ~ .......................................................... 3 credits
Organizational Behavior and Management
CJA 454 ~ .......................................................... 3 credits
Criminal Justice Management Theory and Practice
CJA 464 ~ .......................................................... 3 credits
Criminal Justice Policy Analysis
CJA 474 ~ .......................................................... 3 credits
Managing Criminal Justice Personnel
CJA 484 ~ .......................................................... 3 credits
Criminal Justice Administration Capstone

Emphasis in Security

The BSCJA Security concentration is intended to provide students with the knowledge and basic skills to work in homeland security and other areas of the criminal justice system that deal with terrorism, counterintelligence, and analysis. This concentration combines academic instruction in criminal justice and security practices to include; risk management, counterterrorism, critical infrastructure protection, and critical incident management. Students are prepared to provide services in a variety of private and public settings within the criminal justice domains of policing, the courts, corrections, and security.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja.

BSS 480 ~ .......................................................... 3 credits
Risk Management Perception and Communication
BSS 481 ~ .......................................................... 3 credits
Counterterrorism Intelligence and Analysis
BSS 482 ~ .......................................................... 3 credits
Securing Critical Infrastructure and Cyberspace
BSS 483 ~ .......................................................... 3 credits
World View of Homeland Security
CJA 484 ~ .......................................................... 3 credits
Criminal Justice Administration Capstone

The University reserves the right to modify the required course of study.
Additional Admission Requirements for the BSCJA
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.
- Signed Criminal Conviction Prohibition Acknowledgement Form

General Education Requirements for the BSCJA
A minimum of 54 credits of the 120 credits in the following general education areas approved by the University:
- Communication Arts, 6 credits
- Mathematics, 6 credits
- Science and Technology, 6 credits
- Must include at least three credits in physical or biological sciences
- Humanities, 6 credits
- Social Science, 6 credits
- Additional Liberal Arts, 6 credits
- Interdisciplinary Requirements, 18 credits
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Degree Requirements for the BSCJA
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits.
  - A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
  - A minimum program grade point average (GPA) of 2.0.
- Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.
- Students will declare an emphasis at the time of enrollment.
- The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration

Academic Progression Requirements for the BSCJA
All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
- National Testing Programs, and
- ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

Residency Requirements and Course Waivers for the BSCJA
Students in this program may waive a maximum of 15 upper division credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students may also waive twelve (12) lower division credits from the required course of study.

The following courses in the required course of study may not be waived: GEN 200, CJA 484, GEN 195.

Course Descriptions for the BSCJA

GEN 200 ...................................................................................3 credits
Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

CJA 204...................................................................................3 credits
Introduction to Criminal Justice
This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology and constitutional limitations of the system will also be covered.

CJA 214...................................................................................3 credits
Introduction to Policy Theory and Practices
This course is an introductory overview which provides students with the opportunity to gain an understanding of policing in the United States. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.
CJA 224 ................................................................. 3 credits

Introduction to Criminal Court Systems
This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the court system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.
CJA 234 ................................................................. 3 credits

Interpersonal Communications
This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting and interpersonal verbal communication with victims, suspects, and civilians, in a criminal justice setting. Emphasis is placed on practical application of the skills and theories introduced.
CJA 304 ................................................................. 3 credits

Criminology
Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.
CJA 324 ................................................................. 3 credits

Ethics in Criminal Justice
This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures and civil liability in law enforcement and correctional environments.
CJA 334 ................................................................. 3 credits

Research Methods in Criminal Justice
Students learn and demonstrate knowledge of research methodology within the criminal justice system and become acquainted with the range and scope of quantitative and qualitative tools available to the criminal justice researcher.
CJA 344 ................................................................. 3 credits

Cultural Diversity Issues in Criminal Justice
This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.
CJA 354 ................................................................. 3 credits

Criminal Law
This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment will also be discussed, as will ways the criminal law impacts victims of crime.
CJA 364 ................................................................. 3 credits

Criminal Procedure
This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.
CJA 374 ................................................................. 3 credits

Juvenile Justice Systems and Processes
This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.
CJA 384 ................................................................. 3 credits

Criminal Organizations
This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.
CJA 394 ................................................................. 3 credits

Contemporary Issues and Futures in Criminal Justice
This course examines both the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward possible futures within the criminal justice field. Students will focus upon relevant research in policing, courts, and corrections that reflects key elements of current conditions and what may be expected in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global
levels of criminal justice administration.

COMM 215 ................................................................. 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 101 ................................................................. 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ................................................................. 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University Library and learn how to access its resources successfully.

MTH 220................................................................. 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

CHM 110 ................................................................. 3 credits

Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101................................................................. 3 credits

Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 ................................................................. 3 credits

The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ................................................................. 3 credits

State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

Course Descriptions for the Emphasis in Human Services

BSHS 311 ................................................................. 3 credits

Models of Effective Helping
This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective/humanistic, and systems. Students learn the theoretical basis for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human service worker.

BSHS 401 ................................................................. 3 credits

Case Management
This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatment resources in least restrictive and most cost effective settings will be examined.

BSHS 441 ................................................................. 3 credits

Advocacy and Mediation
This course is designed to explore the potential use and benefits of alternative dispute resolution in human services as a part of the advocacy process. Students will explore the role of the advocate, learn about various dispute resolution models, and identify and practice mediation skills. Attention to overcoming barriers to effective service delivery will be examined. Students will experience the roles of mediator, advocate, and agency representative through role-plays in dyads and small groups.

BSHS 471 ................................................................. 3 credits

Mental Health and Crisis Intervention Practices
Students will learn about the history and current status of the human services delivery system and the mental health services system. Appropriate protocols for assessing strategies will be examined and explored. Students will explore the skills, techniques, and uses of crisis intervention.

CJA 484 ................................................................. 3 credits

Criminal Justice Administration Capstone
This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular
Organizational Behavior and Management
This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations - court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.

CJA 444 ................................................................. 3 credits

Criminal Justice Management Theory and Practice
This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management.

CJA 446 ................................................................. 3 credits

Criminal Justice Policy Analysis
This course examines the history of federal- and state-level crime control initiatives and explores the development of effective anti-crime policies. The analysis of contemporary crime control policies is included.

CJA 474 ................................................................. 3 credits

Managing Criminal Justice Personnel
This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems, procedures and solutions to common personnel issues will be explored.

CJA 484 ................................................................. 3 credits

Criminal Justice Administration Capstone
This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students' selected emphasis area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

CIS 207 ................................................................. 3 credits

Health Care Delivery in the US
This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

HCS 330 ................................................................. 3 credits

Introduction to Health and Disease Trends
This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.

HCS 430 ................................................................. 3 credits

Legal Issues in Health Care: Regulation and Compliance
This course covers the broad range of topics affected by health law and regulation, ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well their impact on the operation of health care as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 455 ................................................................. 3 credits

Healthcare Policy: The Past and the Future
This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.

CJA 484 ................................................................. 3 credits

Criminal Justice Administration Capstone
This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students' selected emphasis area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Course Descriptions for the Emphasis in Institutional Healthcare
HCS 310 ................................................................. 3 credits

HCS 330 ................................................................. 3 credits

HCS 430 ................................................................. 3 credits

HCS 455 ................................................................. 3 credits

HCS 460 ................................................................. 3 credits

HCS 470 ................................................................. 3 credits

HCS 480 ................................................................. 3 credits

HCS 495 ................................................................. 3 credits

HCS 500 ................................................................. 3 credits

HCS 510 ................................................................. 3 credits

HCS 520 ................................................................. 3 credits

HCS 530 ................................................................. 3 credits

HCS 540 ................................................................. 3 credits

HCS 550 ................................................................. 3 credits

HCS 560 ................................................................. 3 credits

HCS 570 ................................................................. 3 credits

HCS 580 ................................................................. 3 credits

HCS 590 ................................................................. 3 credits

HCS 600 ................................................................. 3 credits

HCS 610 ................................................................. 3 credits

HCS 620 ................................................................. 3 credits

HCS 630 ................................................................. 3 credits

HCS 640 ................................................................. 3 credits

HCS 650 ................................................................. 3 credits

HCS 660 ................................................................. 3 credits

HCS 670 ................................................................. 3 credits

HCS 680 ................................................................. 3 credits

HCS 690 ................................................................. 3 credits

HCS 700 ................................................................. 3 credits

HCS 710 ................................................................. 3 credits

HCS 720 ................................................................. 3 credits

HCS 730 ................................................................. 3 credits

HCS 740 ................................................................. 3 credits

HCS 750 ................................................................. 3 credits

HCS 760 ................................................................. 3 credits

HCS 770 ................................................................. 3 credits

HCS 780 ................................................................. 3 credits

HCS 790 ................................................................. 3 credits

HCS 800 ................................................................. 3 credits

HCS 810 ................................................................. 3 credits

HCS 820 ................................................................. 3 credits

HCS 830 ................................................................. 3 credits

HCS 840 ................................................................. 3 credits

HCS 850 ................................................................. 3 credits

HCS 860 ................................................................. 3 credits

HCS 870 ................................................................. 3 credits

HCS 880 ................................................................. 3 credits

HCS 890 ................................................................. 3 credits

HCS 900 ................................................................. 3 credits

HCS 910 ................................................................. 3 credits

HCS 920 ................................................................. 3 credits

HCS 930 ................................................................. 3 credits

HCS 940 ................................................................. 3 credits

HCS 950 ................................................................. 3 credits

HCS 960 ................................................................. 3 credits

HCS 970 ................................................................. 3 credits

HCS 980 ................................................................. 3 credits

HCS 990 ................................................................. 3 credits

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access devices. Specific topics include: cybercrime, how different cybercrimes are committed, the rapid evolution of technology and its effects on crime, cybercrimes against persons, and criminal justice agencies involved in the investigation and prevention of cybercrimes. The new skills and knowledge gained in this course will add to the protection, safety, and security of our society.

**BCC 402 ......................................................... 3 credits**

**Cybercrime and Role of Law Enforcement Security Personnel**

This course explores the developments and changes in the role of law enforcement and security officials in their investigation of cybercrimes. Specific topics include: cybercrime forensics, obtaining search warrants for cybercrimes, jurisdictional issues in cybercrimes, law enforcement issues in cybercrimes, and personal and corporate security and the prevention of cybercrimes. Upon completion of this cybersecurity course, students will have new skills and knowledge that will aid their present or future organizations, and as leaders provide service to their communities.

**BCC 403 ............................................................................. 3 credits**

**Global Technology and Cybercrime**

In this course, students will study how global technology is used to further cybercrime. Topics in this course include homeland security and cybertechnology, global technology, threats to the United States, preventing and fighting global technology crime, and the role of local and federal agencies in preventing and investigating global technology crimes. Students will also explore the future of law enforcement and security to prevent and fight global cybercrimes. The new skills and knowledge gained by the students will aid them in their current or future professional endeavors.

**CJA 484 ............................................................................. 3 credits**

**Criminal Justice Administration Capstone**

This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students’ selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

**Course Descriptions for the Emphasis in Security**

**BSS 480 ............................................................................. 3 credits**

**Risk Management Perception and Communication**

In this course, students will explore different global and regional threats; integrate security decision concerns with antiterrorism resource allocation; examine the psychological perception of the risk of terrorism threats; evaluate security plans; and discuss the role of the media in regard to accuracy and timely reporting. The knowledge and skills developed in this course will help prepare students for service in local and global security environments.

**BSS 481 ............................................................................. 3 credits**

**Counterterrorism Intelligence and Analysis**

This course explores developments and changes in the practice of security operations brought about from global and local terrorist threats to different organizations. Students in this course will study the typology and anatomy of terrorist operations; evaluate intelligence and information sharing in counterterrorism; examine counterterrorism analysis methods and global security tactics; discuss international ethical and legal issues in counterterrorism; and analyze technology issues in counterterrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.

**BSS 482 ............................................................................. 3 credits**

**Securing Critical Infrastructure and Cyberspace**

This course explores the developments and changes in security operations to secure the critical infrastructure in both the public and private environments. Students will explore the critical infrastructure and interdependency; evaluate cybersecurity in post 9/11 global security; discuss the securing of human and property assets; develop proactive planning for protection of assets; and analyze border and transportation security issues. Upon completion of this security course, students will have new skills and knowledge that will aid them in their present or future organizations.

**BSS 483 ............................................................................. 3 credits**

**World View of Homeland Security**

Students in this course will develop new skills to aid in the protection, safety, and security of our society. Students will examine public and private security collaboration in homeland security response; discuss the leadership task of controlling the human influence in homeland security; analyze and understand the political influence on idea development in homeland security; compare and contrast jurisdictional responsibilities of homeland security programs; and evaluate the goals, objectives, and assessment of homeland security measures.

**CJA 484 ............................................................................. 3 credits**

**Criminal Justice Administration Capstone**

This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students’ selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

**Bachelor of Science in Criminal Justice Administration**

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students must complete certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The mission of the Bachelor of Science in Criminal Justice Administration is to provide students with a strong foundation in criminal justice principles, concepts, and theories, as well as a practice orientation to justice administration. The degree offers a global perspective, as well as specific concentration areas of criminal justice services delivery. Students will receive core instruction in criminal justice as it is represented in the domains of police, courts, and corrections and then advance to concentrations related to specific areas of criminal justice within those domains.

For more information about our graduation rates, the median debt of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/
programs/bscja.
Courses requiring prerequisites are identified by a ~ symbol fol-
lowing the course number.

**BSCJA Foundation Courses**
- GEN 200 .......................... 3 credits
- Foundations for General Education and Professional Success
- CJA 204 ~ .......................... 3 credits
- Introduction to Criminal Justice
- CJA 214 ~ .......................... 3 credits
- Introduction to Police Theory and Practices
- CJA 224 ~ .......................... 3 credits
- Introduction to Criminal Court Systems
- CJA 234 ~ .......................... 3 credits
- Introduction to Corrections

**BSCJA Required Course of Study**
- CJA 304 ~ .......................... 3 credits
- Interpersonal Communications
- CJA 314 ~ .......................... 3 credits
- Criminology
- CJA 324 ~ .......................... 3 credits
- Ethics in Criminal Justice
- CJA 334 ~ .......................... 3 credits
- Research Methods in Criminal Justice
- CJA 344 ~ .......................... 3 credits
- Criminal Law
- CJA 364 ~ .......................... 3 credits
- Criminal Procedure
- CJA 374 ~ .......................... 3 credits
- Juvenile Justice Systems and Processes
- CJA 384 ~ .......................... 3 credits
- Criminal Organizations
- CJA 394 ~ .......................... 3 credits
- Contemporary Issues and Futures in Criminal Justice

Students must select one concentration in a particular area of study at the time of enrollment.

Students may also complete an additional concentration. Please contact your academic representative for more information.

**Concentration in Human Services**
The BSCJA Human Services concentration is intended to give graduates knowledge and basic skills to work in the human services and helping areas of the criminal justice system. This particular concentration represents an integrated program combining academic instruction in criminal justice with applied skills for students whose goal is a career in the areas of the system where basic skills in interviewing, case management, mental health interventions, advocacy and mediation are required. Human Services graduates are prepared to provide services in a variety of institutional and community settings within the criminal justice domains of policing, the courts, institutional and community corrections.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/
programs/bscja-hs.

**BSHS 311 ~ ** ................................................................. 3 credits
Models of Effective Helping
- BSHS 401 ~ ...................................................... 3 credits
Case Management
- BSHS 441 ~ ...................................................... 3 credits
Advocacy and Mediation
- BSHS 471 ~ ...................................................... 3 credits
Mental Health and Crisis Intervention Practices
- CJA 484 ~ ...................................................... 3 credits
Criminal Justice Administration Capstone

**Concentration in Management**
The BSCJA Management concentration is designed to give learners a depth of understanding concerning the management and administrative skills necessary to effectively run organizations in the various domains of the criminal justice system. The courses included in this degree concentration focus primarily on the management and administration skill sets associated with the police, the courts, and with corrections. The theories and principles behind criminal justice are also examined. Students learn about policies, procedures associated with management functions, as well as many administrative practices and factors impacting criminal justice agency operations. This will not only give you the insight into what these specific departments are and what they do, but how to maintain and evaluate organizational operations from an administrative viewpoint.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/
programs/bscja-m.

- CJA 444 ~ ...................................................... 3 credits
Organizational Behavior and Management
- CJA 454 ~ ...................................................... 3 credits
Criminal Justice Management Theory and Practice
- CJA 464 ~ ...................................................... 3 credits
Criminal Justice Policy Analysis
- CJA 474 ~ ...................................................... 3 credits
Managing Criminal Justice Personnel
- CJA 484 ~ ...................................................... 3 credits
Criminal Justice Administration Capstone

**Concentration in Institutional Healthcare**
The BSCJA Institutional Healthcare concentration addresses the basic body of knowledge, understanding, and skills identified as relevant to criminal justice based health care services. This includes such areas as management, policy, legal and ethical parameters, health and disease factors, and health care service delivery. The reshaping of contemporary criminal justice health care requires workers to have a broad range of knowledge associated with the functions of health care in detention and correctional institutions, as well as various other areas represented in the greater criminal justice system.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/
programs/bscja-ih.

- HCS 310 ~ ...................................................... 3 credits
Health Care Delivery in the United States
- HCS 330 ~ ...................................................... 3 credits
Introduction to Health and Disease
Concentration in Security

The BSCJA Security concentration provides students with the basic skills needed to recognize relevant sources of electronic evidence and determine how electronic evidence can be used in court proceedings and as part of an organizational security plan. The concentration combines academic instruction in criminal justice and cybercrime concepts to include: the evolution of cybercrime, cybercrime forensics, electronic evidence gathering, and cybercrime investigation and prevention. Students are prepared to provide services in a variety of private and public settings within the criminal justice domains of policing, the courts, corrections, and security.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja.

Concentration in Cybercrimes

The BSCJA Cybercrimes concentration provides students with the basic skills needed to recognize relevant sources of electronic evidence and determine how electronic evidence can be used in court proceedings and as part of an organizational security plan. The concentration combines academic instruction in criminal justice and cybercrime concepts to include: the evolution of cybercrime, cybercrime forensics, electronic evidence gathering, and cybercrime investigation and prevention. Students are prepared to provide services in a variety of private and public settings within the criminal justice domains of policing, the courts, corrections, and security.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja.

HCS 430 ~ .................................................................3 credits
Legal Issues in Health Care: Regulation and Compliance
HCS 435 ~ .................................................................3 credits
Health Care Policy: The Past and the Future
CJA 484 ~ .................................................................3 credits
Criminal Justice Administration Capstone

Concentration in Cybercrimes

The BSCJA Cybercrimes concentration provides students with the basic skills needed to recognize relevant sources of electronic evidence and determine how electronic evidence can be used in court proceedings and as part of an organizational security plan. The concentration combines academic instruction in criminal justice and cybercrime concepts to include: the evolution of cybercrime, cybercrime forensics, electronic evidence gathering, and cybercrime investigation and prevention. Students are prepared to provide services in a variety of private and public settings within the criminal justice domains of policing, the courts, corrections, and security.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja.

CIS 207 ~ .................................................................3 credits
Information System Fundamentals
BCC 401 ~ .................................................................3 credits
Cybercrimes in the 21st Century
BCC 402 ~ .................................................................3 credits
Cybercrime and Role of Law Enforcement Security Personnel
BCC 403 ~ .................................................................3 credits
Global Technology and Cybercrime
CJA 484 ~ .................................................................3 credits
Criminal Justice Administration Capstone

General Education Requirements for the BSCJA

A minimum of 54 credits of the 120 credits in the following general education areas approved by the University:

- Communication Arts, 6 credits
  - Mathematics, 6 credits
  - Science and Technology, 6 credits
  - Must include at least three credits in physical or biological sciences
  - Humanities, 6 credits
  - Social Science, 6 credits
  - Additional Liberal Arts, 6 credits
  - Interdisciplinary Requirements, 18 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSCJA for Arkansas Students

A minimum of 54 credits of the 120 credits in the following general education areas approved by the University:

- Communication Arts, 6 credits
  - Mathematics, 6 credits
  - Must include MTH 220
  - Science and Technology, 9 credits
  - Must include CHM 110 and PHY 101 or equivalent transfer coursework with a lab component
  - Humanities, 9 credits
  - Social Science, 9 credits
  - Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content

- Additional Liberal Arts, 6 credits
  - Interdisciplinary Requirements, 9 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the
Undergraduate Programs section within this catalog.

**Degree Requirements for the BSCJA**

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits.
  - A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
  - A minimum program grade point average (GPA) of 2.0.
- Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.
- Students will declare a concentration at the time of enrollment.
- The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration

**Academic Progression Requirements for the BSCJA**

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First-Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study. Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others. All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

**Additional Residency Requirements and Course Waivers for the BSCJA**

Students in this program may waive a maximum of 15 upper division credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students may also waive twelve (12) lower division credits from the required course of study. The following courses in the required course of study may not be waived: GEN 200, CJA 484

**Course Descriptions for the BSCJA**

**GEN 200**

This course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

**CJA 204**

**Introduction to Criminal Justice**

This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology and constitutional limitations of the system will also be covered.

**CJA 214**

**Introduction to Policy Theory and Practices**

This course is an introductory overview which provides students with the opportunity to gain an understanding of policing in the United States. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.

**CJA 224**

**Introduction to Criminal Court Systems**

This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the court system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.

**CJA 234**

**Introduction to Corrections**

This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include: policy and procedure, sentencing, probation, and rehabilitations of prisoners.

**CJA 304**

**Interpersonal Communications**

This course prepares the student to communicate effectively in
both written and verbal form. It covers best practices in investigative reporting and interpersonal verbal communication with victims, suspects, and civilians, in a criminal justice setting. Emphasis is placed on practical application of the skills and theories introduced.

CJA 314 .....................................................................................3 credits

Criminology
Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.

CJA 324 .....................................................................................3 credits

Ethics in Criminal Justice
This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures and civil liability in law enforcement and correctional environments.

CJA 334 .....................................................................................3 credits

Research Methods in Criminal Justice
Students learn and demonstrate knowledge of research methodology within the criminal justice system and become acquainted with the range and scope of quantitative and qualitative tools available to the criminal justice researcher.

CJA 344 .....................................................................................3 credits

Cultural Diversity Issues in Criminal Justice
This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and correctional environments.

CJA 354 .....................................................................................3 credits

Criminal Law
This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment will also be discussed, as will ways the criminal law impacts victims of crime.

CJA 364 .....................................................................................3 credits

Criminal Procedure
This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.

CJA 374 .....................................................................................3 credits

Juvenile Justice Systems and Processes
This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.

CJA 384 .....................................................................................3 credits

Criminal Organizations
This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.

CJA 394 .....................................................................................3 credits

Contemporary Issues and Futures in Criminal Justice
This course examines both the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward possible futures within the criminal justice field. Students will focus upon relevant research in policing, courts, and corrections that reflects key elements of current conditions and what may be expected in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.

COMM 215 ..............................................................................3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 101 ...................................................................................3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ...................................................................................3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and
service worker.

BSHS 401 ................................................................. 3 credits

Case Management
This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatment resources in least restrictive and most cost effective settings will be examined.

BSHS 441 ................................................................. 3 credits

Advocacy and Mediation
This course is designed to explore the potential use and benefits of alternative dispute resolution in human services as a part of the advocacy process. Students will explore the role of the advocate, learn about various dispute resolution models, and identify and practice mediation skills. Attention to overcoming barriers to effective service delivery will be examined. Students will experience the roles of mediator, advocate, and agency representative through role-plays in dyads and small groups.

BSHS 471 ................................................................. 3 credits

Mental Health and Crisis Intervention Practices
Students will learn about the history and current status of the human services delivery system and the mental health services system. Appropriate protocols for assessing strategies will be examined and explored. Students will explore the skills, techniques, and uses of crisis intervention.

BSHS 471 ................................................................. 3 credits

Criminal Justice Administration Capstone
This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students’ selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

CJA 484 ................................................................. 3 credits

Organizational Behavior and Management
This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations - court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.

CJA 444 ................................................................. 3 credits

Criminal Justice Management Theory and Practice
This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase,
Critical thinking and problem solving, communication, information concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Course Descriptions for the Concentration in Institutional Healthcare

HCS 310 ................................................................. 3 credits
Health Care Delivery in the US

This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

HCS 330 ................................................................. 3 credits
Introduction to Health and Disease Trends

This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.

HCS 430 ................................................................. 3 credits
Legal Issues in Health Care: Regulation and Compliance

This course covers the broad range of topics affected by health law and regulation, ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well their impact on the operation of health care as a business. Legal issues arising from professional malpractice to corporate wrongdoing are also discussed.

HCS 455 ................................................................. 3 credits
Healthcare Policy: The Past and the Future

This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.

CJA 484 ..................................................................................... 3 credits
Criminal Justice Administration Capstone

This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students’ selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Course Descriptions for the Concentration in Health Care

CJA 464 ..................................................................................... 3 credits
Criminal Justice Policy Analysis

This course examines the history of federal- and state-level crime control initiatives and explores the development of effective anti-crime policies. The analysis of contemporary crime control policies is included.

CJA 474 ..................................................................................... 3 credits
Managing Criminal Justice Personnel

This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems, procedures and solutions to common personnel issues will be explored.

CJA 484 ..................................................................................... 3 credits
Criminal Justice Administration Capstone

This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students’ selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Course Descriptions for the Concentration in Cybercrimes

CIS 207 ..................................................................................... 3 credits
Information System Fundamentals

This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

BCC 401 ..................................................................................... 3 credits
Cybercrimes in the 21st Century

This course explores developments and changes in the practice of criminal justice brought about by technology and crime as well as the rapid technological change in computers, and other Internet access devices. Specific topics include: cybercrime, how different cybercrimes are committed, the rapid evolution of technology and its effects on crime, cybercrimes against persons, and criminal justice agencies involved in the investigation and prevention of cybercrimes. The new skills and knowledge gained in this course will add to the protection, safety, and security of our society.

BCC 402 ..................................................................................... 3 credits
Cybercrime and Role of Law Enforcement Security Personnel

This course explores the developments and changes in the role of law enforcement and security officials in their investigation of cybercrimes. Specific topics include: cybercrime forensics, obtaining search warrants for cybercrimes, jurisdictional issues in cybercrimes, law enforcement issues in cybercrimes, and personal and corporate security and the prevention of cybercrimes. Upon completion of this cybersecurity course, students will have new skills and knowledge that will aid their present or future organizations, and as leaders provide service to their communities.

BCC 403 ..................................................................................... 3 credits
Global Technology and Cybercrime

In this course, students will study how global technology is used to further cybercrime. Topics in this course include homeland security and cybersecurity, global technology, threats to the United States, preventing and fighting global technology crime, and the role of local and federal agencies in preventing and investigating global technology crimes. Students will also explore the future of law enforcement and security to prevent and fight global cybercrimes. The new skills and knowledge gained by the students will aid them in their current or future professional endeavors.

CJA 484 ..................................................................................... 3 credits
Criminal Justice Administration Capstone

This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students’ selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Course Descriptions for the Concentration in Security

BSS 480 ..................................................................................... 3 credits
Risk Management Perception and Communication

In this course, students will explore different global and regional threats; integrate security decision concerns with antiterrorism resource allocation; examine the psychological perception of the risk of terrorism threats; evaluate security plans; and discuss the role of the media in regard to accuracy and timely reporting. The knowledge and skills developed in this course will help prepare students for service in local and global security environments.

BSS 481 ..................................................................................... 3 credits
Counterterrorism Intelligence and Analysis

This course explores the developments and changes in the practice of security operations brought about from global and local terrorist threats to different organizations. Students in this course will study the typology and anatomy of terrorist operations; evaluate intelligence and information sharing in counterterrorism; examine counterterrorism analysis methods and global security tactics; discuss international ethical and legal issues in counterterrorism; and analyze technology issues in counterterrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.

BSS 482 ..................................................................................... 3 credits
Securing Critical Infrastructure and Cyberspace

This course explores the developments and changes in security operations to secure the critical infrastructure in both the public and private environments. Students will explore the critical infrastructure and interdependency; evaluate cybersecurity in post 9/11 global security; discuss the securing of human and property assets; develop proactive planning for protection of assets; and analyze border and transportation security issues. Upon completion of this security course, students will have new skills and knowledge that will aid them in their present or future organizations.

BSS 483 ..................................................................................... 3 credits
World View of Homeland Security

Students in this course will develop new skills to aid in the protection, safety, and security of our society. Students will examine public and private security collaboration in homeland security response; discuss the leadership task of controlling the human influence in homeland security; analyze and understand the political influence on idea development in homeland security; compare and contrast jurisdictional responsibilities of homeland security programs; and evaluate the goals, objectives, and assessment of homeland security measures.

CJA 484 ..................................................................................... 3 credits
Criminal Justice Administration Capstone

This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students’ selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Associate Programs Pathways Program

Non-degree seeking students are permitted to take courses if admitted into the Pathways Program. The Pathways Program is designed for current high school juniors and seniors seeking to earn college credits while still enrolled in secondary schools. Pathways students may earn a maximum of 12 credits at the University of Phoenix. Non-degree students are not eligible to receive most types of financial aid or veterans benefits and must demonstrate English proficiency, if applicable, to be eligible for course enrollment. The Pathways Program admissions process must be completed before enrollment in any courses. Admission into the Pathways program requires:

• Pathways Non-degree Application
• High School Junior or Senior Standing
• Pathways students must meet all prerequisite requirements for the program in which the courses are included. Students must also meet all admission requirements, with the exception of the HS diploma or equivalent
• Parent or guardian consent
• $25 application fee

Before proceeding beyond 12 credits, Pathways program students must submit a University of Phoenix degree seeking application for admission, possess a high school diploma (or equivalent), and be granted acceptance to the University of Phoenix. Pathways students who want to earn more than 12 credits will be deemed degree seeking and be required to submit an application for admission to a University of Phoenix degree program.

Note: The Pathways Program is not available in all states. Please consult an enrollment counselor to determine if residents of a specific state are eligible for this program.
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COLLEGE OF SOCIAL SCIENCES

The College of Social Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, and human services. In addition, the college offers a certificate program in mediation.

The College provides innovative educational programs designed to enhance the core knowledge, skills and values essential for students seeking to achieve their academic goals in the field of social sciences. These programs are developed and taught by skilled practitioners who work in their respective fields. Through individual and collaborative work, students can acquire the knowledge and skills needed in today’s working environment.

Associate of Arts in Psychology

The following Associate of Arts/Concentration in Psychology (AAPSY) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The College provides innovative educational programs designed to enhance the core knowledge, skills and values essential for students seeking to achieve their academic goals in the field of social sciences. These programs are developed and taught by skilled practitioners who work in their respective fields. Through individual and collaborative work, students can acquire the knowledge and skills needed in today’s working environment.

The Associate of Arts Degree in Psychology includes courses in positive psychology, theories of personality, human sexuality, diversity, psychological disorders, social dynamics and the physiological and neurological bases of human behavior. In this program, students will analyze the interrelationship among leading psychological theories and evaluate how these theories differentially define and explain variations in human behavior. Students will be introduced to the research process and challenged to critically evaluate research results, theories, models, and concepts across a wide range of topics in the field of Psychology. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aapsy.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Concentration in Psychology - Track A

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 202 ~</td>
<td>Foundations of Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 230 ~</td>
<td>Theories of Personality: I Think, Therefore Who Am I?</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 240 ~</td>
<td>The Brain, the Body, &amp; Mind: All Together Now</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 270 ~</td>
<td>Abnormal Psychology: Abuse, Addiction &amp; Other Disorders</td>
<td>3 credits</td>
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Concentration in Psychology - Track B

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 201</td>
<td>Positive Psychology: What's Right With Me</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAPSY

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAPSY

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)

Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)

Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use...
interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for AAPSY**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**Academic Progression Requirements for the AAPSY**

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track and are required to complete the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and required to complete the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

**Additional Residency Requirements and Course Waivers for the AAPSY**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

**Course Descriptions for the AAPSY**

**Course Descriptions for the AAPSY - Track A**

**Effective Essay Writing**
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

**Research Writing**
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety. ETH 125

**Cultural Diversity**
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

**Critical Thinking**
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media- including television, Internet, and print- to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

**Skills for Learning in an Information Age**
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.
ties; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 230..................................................................................... 3 credits

Theories of Personality: I Think, Therefore Who Am I?
What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight into the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

PSY 240..................................................................................... 3 credits

The Brain, the Body, and the Mind: All Together Now
This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

PSY 265..................................................................................... 3 credits

Psychology of Human Sexuality: What Turns You On and Why?
This course is a comprehensive view of the psychosocial and psychological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.

PSY 270..................................................................................... 3 credits

Abnormal Psychology: Abuse, Addiction, and Other Disorders
This course introduces the study of major psychological disorders as defined in the DSM-IV-TR, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

Course Descriptions for the AAPSY - Track B

PSY 201..................................................................................... 3 credits

Foundations of Psychology
This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 220..................................................................................... 3 credits

Positive Psychology: What's Right With Me
How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be “free”? PSY 220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.

PSY 230 ..................................................................................... 3 credits

Theories of Personality: I Think, Therefore Who Am I?
What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight into the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

PSY 240 ..................................................................................... 3 credits

The Brain, the Body, and the Mind: All Together Now
This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

PSY 265 ..................................................................................... 3 credits

Psychology of Human Sexuality: What Turns You On and Why?
This course is a comprehensive view of the psychosocial and psychological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.

PSY 270 ..................................................................................... 3 credits

Abnormal Psychology: Abuse, Addiction, and Other Disorders
This course introduces the study of major psychological disorders as defined in the DSM-IV-TR, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

Associate of Arts in Psychology (Maryland-Online)

The following Associate of Arts/Emphasis in Psychology (AAPSY) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree with an emphasis in Psychology includes courses in positive psychology, theories of personality, human sexuality, diversity, psychological disorders, social dynamics and the physiological and neurological bases of human behavior. In this program, students will analyze the interrelationship among leading psychological theories and evaluate how these theories differentially define and explain variations in human behavior. Students will be introduced to the research process and challenged to critically evaluate research results, theories, models, and concepts across a wide range of topics in the field of Psychology.

For more information about our graduation rates, the median debt
of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/
programs/aapsy.
Courses requiring prerequisites are identified by a ~ symbol fol-
lowing the course number.

**Emphasis in Psychology - Track A**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 202</td>
<td>3</td>
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<tr>
<td>Foundations of Psychology</td>
<td></td>
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<td>PSY 230</td>
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<tr>
<td>Theories of Personality: I Think, Therefore Who Am I?</td>
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<tr>
<td>PSY 240</td>
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<td>The Brain, the Body, &amp; Mind: All Together Now</td>
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<td>PSY 265</td>
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<td>Psychology of Human Sexuality: What Turns You on and Why?</td>
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<td>PSY 270</td>
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**Emphasis in Psychology - Track B**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 201</td>
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<tr>
<td>Foundations of Psychology</td>
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<td>PSY 220</td>
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<td>Positive Psychology: What’s Right With Me</td>
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<td>PSY 230</td>
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<td>Psychology of Human Sexuality: What Turns You on and Why?</td>
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<tr>
<td>PSY 270</td>
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</tbody>
</table>

Abnormal Psychology: Abuse, Addiction & Other Disorders

**Additional Admission Requirements for AAPSY**

- Applicants must be at least 16 years of age at the time of
  application.
- High school graduation from an institution that holds state
  approval to confer high school diplomas or are accredited or a
  candidate for accreditation at the time the student attended by
  an acceptable accrediting body, GED certificate or CHSPE
  (California High School Proficiency Examination) certificate.

**General Education Requirements for the AAPSY**

<table>
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<th>Requirement</th>
<th>Credits</th>
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<tr>
<td>Communication Arts Requirement</td>
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<tr>
<td>(A Track must include: COM 150 and COM 220)</td>
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<tr>
<td>(B Track must include: COM 155 and COM 156)</td>
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<tr>
<td>Mathematics Requirement</td>
<td>6</td>
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<tr>
<td>Science &amp; Technology Requirement</td>
<td>6</td>
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<tr>
<td>(A Track must include: 3 credits in the physical or biological sciences)</td>
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<tr>
<td>(B Track must include: SCI 162)</td>
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<tr>
<td>Social Science Requirement</td>
<td>6</td>
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<tr>
<td>(A Track must include: ETH 125)</td>
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<tr>
<td>(B Track must include: PSY 201 and ETH 125)</td>
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<tr>
<td>Humanities Requirement</td>
<td>6</td>
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<tr>
<td>(A Track must include: CRT 205)</td>
<td></td>
</tr>
<tr>
<td>(B Track must include: HUM 111)</td>
<td></td>
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<tr>
<td>Additional Liberal Arts Requirement</td>
<td>3</td>
</tr>
</tbody>
</table>

(A Track must include: GEN 105)
(B Track must include: US 101)

**Interdisciplinary Requirement**

9 credits
(B Track must include: FP 101)

All undergraduate students are required to complete the minimum
general education credits required by their program version.
Credites applied to the Required Course of Study (with the excep-
tion of the electives) will only be applied to the core and cannot
count toward General Education total.

Students who lack .67 or fewer general education credits may use
interdisciplinary or elective credits to waive the balance. Students
must use interdisciplinary or elective credits to waive the general
education balance in order to complete the minimum general edu-
cation credits required for their program.

**Degree Requirements for AAPSY**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to
  any University of Phoenix undergraduate program may transfer
  all coursework completed at Western International University
  with a grade of "D" or higher.
- A minimum grade point average (GPA) of 2.0.
- Emphases are reflected on the transcript only and will not
  appear on the diploma. The diploma awarded for this program
  will read as:
  Associate of Arts

**Academic Progression Requirements for the AAPSY**

- All students entering associate degree programs with less than
  24 previous college credits, as recognized by the university on
  the admissions application, will be enrolled in the B Track and
  are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the
  First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any
  other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111,
  course requirements may be satisfied by any of the following
  means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher
    grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must
  be comparable in content to the university course it is
  replacing, must be at least a 2.67 credit course, and must be
  an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more
  previous college credits, as recognized by the university on the
  admissions application, will be enrolled in the A Track, must
  take GEN 105 as part of the first block, and are not required to
  enroll in the First-Year Sequence. ETH 125 or an appropriate
  writing class have been recommended by the college as the
  second course in the first block; however, the student may
  choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Additional Residency Requirements and Course Waivers for the AAPSY
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAPSY

COM 150 ................................................................. 3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ................................................................. 3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ................................................................. 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ................................................................. 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ................................................................. 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Course Descriptions for the AAPSY - Track A

PSY 202 ................................................................................... 3 credits

Foundations of Psychology
This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 230 ................................................................................... 3 credits

Theories of Personality: I Think, Therefore Who Am I?
What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight in to the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

PSY 240 ................................................................................... 3 credits

The Brain, the Body, and the Mind: All Together Now
This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

PSY 265 ................................................................................... 3 credits

Psychology of Human Sexuality: What Turns You On and Why?
This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.

PSY 270 ................................................................................... 3 credits

Abnormal Psychology: Abuse, Addiction, and Other Disorders
This course introduces the study of major psychological disorders as defined in the DSM-IV-TR, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

Course Descriptions for the AAPSY - Track B

PSY 201 ................................................................................... 3 credits

Foundations of Psychology
This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis
on psychological health and wellness. Further study focuses on personality, thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 220 ..................................................................................... 3 credits

**Positive Psychology: What's Right With Me**

How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be “free”? PSY 220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.

PSY 230 ..................................................................................... 3 credits

**Theories of Personality: I Think, Therefore Who Am I?**

What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight in to the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

PSY 240 ..................................................................................... 3 credits

**The Brain, the Body, and the Mind: All Together Now**

This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

PSY 265 ..................................................................................... 3 credits

**Psychology of Human Sexuality: What Turns You on and Why?**

This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.

PSY 270 ..................................................................................... 3 credits

**Abnormal Psychology: Abuse, Addiction, and Other Disorders**

This course introduces the study of major psychological disorders as defined in the DSM-IV-TR, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatiform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

The following Associate of Arts/Concentration in Psychology (AAPSY) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state.

Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Psychology includes courses in positive psychology, theories of personality, human sexuality, diversity, psychological disorders, social dynamics and the physiological and neurological bases of human behavior. In this program, students will analyze the interrelationship among leading psychological theories and evaluate how these theories differentially define and explain variations in human behavior. Students will be introduced to the research process and challenged to critically evaluate research results, theories, models, and concepts across a wide range of topics in the field of Psychology.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aapsy.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Concentration in Psychology - Track A**

PSY 202 ~..................................................................................... 3 credits

**Foundations of Psychology**

PSY 220 ~..................................................................................... 3 credits

**Positive Psychology: What's Right With Me**

PSY 230 ~..................................................................................... 3 credits

**Theories of Personality: I Think, Therefore Who Am I?**

PSY 240 ~..................................................................................... 3 credits

**The Brain, the Body, & Mind: All Together Now**

PSY 265 ~..................................................................................... 3 credits

**Psychology of Human Sexuality: What Turns You on and Why?**

**Concentration in Psychology - Track B**

PSY 201 .................................................................................... 3 credits

**Foundations of Psychology**

PSY 220 ~..................................................................................... 3 credits

**Positive Psychology: What's Right With Me**

PSY 230 ~..................................................................................... 3 credits

**Theories of Personality: I Think, Therefore Who Am I?**

PSY 240 ~..................................................................................... 3 credits

**The Brain, the Body, & Mind: All Together Now**

PSY 265 ~..................................................................................... 3 credits

**Psychology of Human Sexuality: What Turns You on and Why?**

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for AAPSY**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

**General Education Requirements for the AAPSY for Arkansas Students**

Communication Arts Requirement 6 credits

(A Track must include: COM 150 and COM 220)

(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Students, who reside in Arkansas, are required to complete MAT 220
College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)

Must include: BIO 100 and CHM 109

The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits
(A Track must include: ETH 125)

(B Track must include: PSY 201 and ETH 125)

Must include: HIS 135

HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits
(A Track must include: CRT 205)

(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)

(B Track must include: US 101 and FP 101)

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Students who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

General Education Requirements for the AAPS for Minnesota Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)

(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)

Social Science Requirement 9 credits
(A Track must include: ETH 125)

(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 9 credits
(A Track must include: CRT 205)

(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)

(B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version.

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for the AAPSY

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AAPSY

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.
Additional Residency Requirements and Course Waivers for the AAPSY

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAPSY

COM 150 .................................................................3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 .................................................................3 credits

Research Writing

Students focus on gathering research, evaluating and documenting guidelines. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

MAT 220 .................................................................3 credits

Introduction to College Algebra

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 220 .................................................................3 credits

College Algebra

This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

BIO 100 .................................................................4 credits

Introduction to Life Science with Lab

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 .................................................................3 credits

Introductory Chemistry

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

ETH 125 .................................................................3 credits

Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

HIS 135 .................................................................3 credits

The American Experience Since 1945

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

CRT 205 .................................................................3 credits

Critical Thinking

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 .................................................................3 credits

Skills for Learning in an Information Age

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundant amount of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Course Descriptions for the AAPSY - Track A

PSY 202 .................................................................3 credits

Foundations of Psychology

This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 220 .................................................................3 credits

Positive Psychology: What's Right With Me

How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be “free”? PSY 220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and
build on their psychological strengths and those of others.

**Theories of Personality: I Think, Therefore Who Am I?**
What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight into the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

**The Brain, the Body, and the Mind: All Together Now**
This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

**Psychology of Human Sexuality: What Turns You On and Why?**
This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.

**Course Descriptions for the AAPSY - Track B**

**PSY 201**..................................................................................... 3 credits

**Foundations of Psychology**
This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality: thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

**PSY 220**..................................................................................... 3 credits

**Positive Psychology: What’s Right With Me**
How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be “free”? PSY 220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.

**PSY 230**..................................................................................... 3 credits

**Theories of Personality: I Think, Therefore Who Am I?**
What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight into the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

**PSY 240**..................................................................................... 3 credits

**The Brain, the Body, and the Mind: All Together Now**
This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

**PSY 265**..................................................................................... 3 credits

**Psychology of Human Sexuality: What Turns You On and Why?**
This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.

**Associate of Arts/Concentration in Human Services Management**

The following Associate of Arts/Concentration in Human Services Management (AAHSM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Human Services Management concentration focuses on providing a solid foundation for future workers in the industry. Some of the content is focused in the areas of human services organizations, roles of human services workers, public policy, multicultural practices, information technology, financial management, and regulatory and ethical issues. Some of the activities included in the concentration are creating care plans, developing alternative funding strategies, and determining the characteristics of good human services management.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahsm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Concentration in Human Services Management - Track A and B**

**HSM 210**~ ................................................................. 3 credits

Human Services in the United States

**HSM 220**~ ................................................................. 3 credits

Human Services Administration: So You Want to Help People

**HSM 230**~ ................................................................. 3 credits

Ethical Issues in Human Services Organizations

**HSM 240**~ ................................................................. 3 credits

Public Policy Development in Human Services

**HSM 260**~ ................................................................. 3 credits

Financial Management for Human Service Managers
• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

**General Education Requirements for the AAHSM**

**Communication Arts Requirement 6 credits**
- **(A Track must include: COM 150 and COM 220)**
- **(B Track must include: COM 155 and COM 156)**

**Mathematics Requirement 6 credits**

**Science & Technology Requirement 6 credits**
- **(A Track must include: 3 credits in the physical or biological sciences)**
- **(B Track must include: SCI 162)**

**Social Science Requirement 6 credits**
- **(A Track must include: ETH 125)**
- **(B Track must include: PSY 201 and ETH 125)**

**Humanities Requirement 6 credits**
- **(A Track must include: CRT 205)**
- **(B Track must include: HUM 111)**

**Additional Liberal Arts Requirement 3 credits**
- **(A Track must include: GEN 105)**
- **(B Track must include: US 101)**

**Interdisciplinary Requirement 9 credits**
- **(B Track must include: FP 101)**

All undergraduate students are required to complete the minimum general education credits required by their program version.

CREDITS APPLIED TO THE REQUIRED COURSE OF STUDY (WITH THE EXCEPTION OF THE ELECTIVES) WILL ONLY BE APPLIED TO THE CORE AND CANNOT COUNT TOWARD GENERAL EDUCATION TOTAL.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for AAHSM**
The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.

**Academic Progression Requirements for the AAHSM**

• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs,
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

**Additional Residency Requirements and Course Waivers for the AAHSM**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

**Course Descriptions for the AAHSM**

HSM 210...................................................................................3 credits
Human Services in the United States
This course is a foundation for studies of human services in the United States. It provides an overview of the evolution of American human services delivery systems, including historical perspectives, as well as current and future trends. It covers the role of human services workers, how needs are determined and met, and factors that affect the delivery of services such as theoretical perspectives, social policies, and government regulations. Community advocacy, prevention techniques, contemporary issues, and careers in the human services industry are also examined.

HSM 220 ................................................................................... 3 credits

Human Services Administration: So You Want to Help People
This course discusses the roles and responsibilities of administrators in human services organizations. It covers recent studies related to the changing contexts of human services delivery, leadership, organizational culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social entrepreneurship, partnership, and collaboration.

HSM 230 ................................................................................... 3 credits

Ethical Issues in Human Services Organizations
HSM 230 explores the legal and ethical environments of human service organizations. Students consider tools and traditions for ethical decision-making, the role of the leader, and the role of organizational culture in sustaining a moral vision, and the design of and need for legal and ethical oversight. Students analyze current ethical and legal dilemmas and controversies through case studies and debate.

HSM 240 ................................................................................... 3 credits

Public Policy Development in Human Services
This course focuses on the formation and execution of public policy and programs by government and private organizations within human services. Emphasis is placed on evaluative and analytical approaches for determining positive and negative characteristics of policies and programs. Students will learn to analyze and critique organizations and the policies and programs within those organizations.

HSM 260 ................................................................................... 3 credits

Financial Management for Human Service Managers
This course focuses on the conceptual understanding and practice of financial management as it applies to human service agencies. Students complete the course with a better understanding of basic accounting concepts, budgets and budgeting systems, and how to create performance measures, and the ability to analyze financial statements for the purpose of cost analysis and forecasting. Aspects of setting fees, funding and risk management are also covered.

HSM 270 ................................................................................... 3 credits

Program Planning and Grant Proposal Writing in Human Services
This course provides practical knowledge in program planning, grant proposal writing, and program evaluation. Students will examine the planning process from conceptualization to implementation and evaluation. Also discussed is how to locate private and public funding for human service programs and agencies.

COM 150 ................................................................................... 3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ................................................................................... 3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ................................................................................... 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ................................................................................... 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ................................................................................... 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Emphasis in Human Services Management (Maryland-Online)

The following Associate of Arts/Emphasis in Human Services Management (AAHSM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Human Services Management emphasis focuses on providing a solid foundation for future workers in the industry. Some of the content is focused in the areas of human services organizations, roles of human services workers, public policy, multicultural prac-
tics, information technology, financial management, and regulatory and ethical issues. Some of the activities included in the emphasis are creating care plans, developing alternative funding strategies, and determining the characteristics of good human services management.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahsm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Emphasis in Human Services Management - Track A and B**

- **HSM 210** ~ Human Services in the United States: 3 credits
- **HSM 220** ~ Human Services Administration: So You Want to Help People: 3 credits
- **HSM 230** ~ Ethical Issues in Human Services Organizations: 3 credits
- **HSM 240** ~ Public Policy Development in Human Services: 3 credits
- **HSM 250** ~ Financial Management for Human Service Managers: 3 credits
- **HSM 260** ~ Program Planning and Grant Proposal Writing in Human Services: 3 credits

Ethics in the United States

**General Education Requirements for the AAHSM**

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

**Additional Admission Requirements for AAHSM**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

**General Education Requirements for the AAHSM**

- Communication Arts Requirement 6 credits
- Mathematics Requirement 6 credits
- Science & Technology Requirement 6 credits
- Interdisciplinary Requirement 9 credits
- Associate of Arts will read as:
  - 6 credits in the physical or biological sciences
  - 6 credits
  - 3 credits
  - 3 credits
  - 3 credits
  - 3 credits
  - 3 credits
  - 3 credits

**Degree Requirements for AAHSM**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D" or higher.
- A minimum grade point average (GPA) of 2.0.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts.

**Academic Progression Requirements for the AAHSM**

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework.
  - Regionally or nationally accredited coursework (C- or higher grade).
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.

- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Additional Residency Requirements and Course Waivers for**
the AAHSM

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAHSM

HSM 210................................................................................... 3 credits
Human Services in the United States

This course is a foundation for studies of human services in the United States. It provides an overview of the evolution of American human services delivery systems, including historical perspectives, as well as current and future trends. It covers the role of human services workers, how needs are determined and met, and factors that affect the delivery of services such as theoretical perspectives, social policies, and government regulations. Community advocacy, prevention techniques, contemporary issues, and careers in the human services industry are also examined.

HSM 220................................................................................... 3 credits
Human Services Administration: So You Want to Help People

This course discusses the roles and responsibilities of administrators in human services organizations. It covers recent studies related to the changing contexts of human services delivery, leadership, organizational culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social entrepreneurship, partnership, and collaboration.

HSM 230................................................................................... 3 credits
Ethical Issues in Human Services Organizations

This course explores the legal and ethical environments of human service organizations. Students consider tools and traditions for ethical decision-making, the role of the leader, and the role of organizational culture in sustaining a moral vision, and the design of and need for legal and ethical oversight. Students analyze current ethical and legal dilemmas and controversies through case studies and debate.

HSM 240................................................................................... 3 credits
Public Policy Development in Human Services

This course focuses on the formation and execution of public policy and programs by government and private organizations within human services. Emphasis is placed on evaluative and analytical approaches for determining positive and negative characteristics of policies and programs. Students will learn to analyze and critique organizations and the policies and programs within those organizations.

HSM 260................................................................................... 3 credits
Financial Management for Human Service Managers

This course focuses on the conceptual understanding and practice of financial management as it applies to human service agencies. Students complete the course with a better understanding of basic accounting concepts, budgets and budgeting systems, and how to create performance measures, and the ability to analyze financial statements for the purpose of cost analysis and forecasting. Aspects of setting fees, funding and risk management are also covered.

HSM 270................................................................................... 3 credits
Program Planning and Grant Proposal Writing in Human Services

This course provides practical knowledge in program planning, grant proposal writing, and program evaluation. Students will examine the planning process from conceptualization to implementation and evaluation. Also discussed is how to locate private and public funding for human service programs and agencies.

COM 150 ................................................................................. 3 credits
Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ................................................................................. 3 credits
Research Writing

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ................................................................................... 3 credits
Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ................................................................................... 3 credits
Critical Thinking

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105................................................................................... 3 credits
Skills for Learning in an Information Age

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Human Services Management (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Human Services Management (AAHSM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the
Online modality in their state. Please contact your enrollment advisor for more information.

The Human Services Management concentration focuses on providing a solid foundation for future workers in the industry. Some of the content is focused in the areas of human services organizations, roles of human services workers, public policy, multicultural practices, information technology, financial management, and regulatory and ethical issues. Some of the activities included in the concentration are creating care plans, developing alternative funding strategies, and determining the characteristics of good human services management.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahsm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

### Concentration in Human Services Management -

#### Track A and B

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSM 210</td>
<td>3</td>
</tr>
<tr>
<td>HSM 220</td>
<td>3</td>
</tr>
<tr>
<td>HSM 326</td>
<td>3</td>
</tr>
<tr>
<td>Ethical Issues in Human Services Organizations</td>
<td>3</td>
</tr>
<tr>
<td>Public Policy Development in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>Financial Management for Human Service Managers</td>
<td>3</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

### Additional Admission Requirements for AAHSM

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

### General Education Requirements for the AAHSM for Arkansas Students

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts</td>
<td>6</td>
</tr>
<tr>
<td>(A Track must include: COM 150 and COM 220)</td>
<td></td>
</tr>
<tr>
<td>(B Track must include: COM 155 and COM 156)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.</td>
<td></td>
</tr>
<tr>
<td>Must include: MAT 219 and MAT 220</td>
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</tr>
<tr>
<td>Science &amp; Technology</td>
<td>9</td>
</tr>
<tr>
<td>(B Track must include: SCI 162)</td>
<td></td>
</tr>
<tr>
<td>Must include: BIO 100 and CHM 109</td>
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<tr>
<td>The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.</td>
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<tr>
<td>Social Science</td>
<td>9</td>
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<tr>
<td>(A Track must include: ETH 125)</td>
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<tr>
<td>(B Track must include: PSY 201 and ETH 125)</td>
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<tr>
<td>Must include: HIS 135</td>
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<tr>
<td>HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.</td>
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</tr>
<tr>
<td>Humanities</td>
<td>9</td>
</tr>
<tr>
<td>(A Track must include: CRT 205)</td>
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<tr>
<td>(B Track must include: HUM 111)</td>
<td></td>
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<tr>
<td>Additional Liberal Arts</td>
<td>6</td>
</tr>
<tr>
<td>(A Track must include: GEN 105)</td>
<td></td>
</tr>
<tr>
<td>(B Track must include: US 101 and FP 101)</td>
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</tbody>
</table>

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Students who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

### Additional Liberal Arts Requirement for 6 credits

<table>
<thead>
<tr>
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<td></td>
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<td>(B Track must include: US 101 and FP 101)</td>
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</tr>
</tbody>
</table>

All undergraduate students are required to complete the minimum general education credits required by their program version.

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

### Degree Requirements for the AAHSM

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
• A minimum grade point average (GPA) of 2.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

  Associate of Arts

**Academic Progression Requirements for the AAHSM**

• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

**Additional Residency Requirements and Course Waivers for the AAHSM**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

**Course Descriptions for the AAHSM**

HSM 210 .................................................................................. 3 credits

**Human Services in the United States**

This course is a foundation for studies of human services in the United States. It provides an overview of the evolution of American human services delivery systems, including historical perspectives, as well as current and future trends. It covers the role of human services workers, how needs are determined and met, and factors that affect the delivery of services such as theoretical perspectives, social policies, and government regulations. Community advocacy, prevention techniques, contemporary issues, and careers in the human services industry are also examined.

HSM 220 .................................................................................. 3 credits

**Human Services Administration: So You Want to Help People**

This course discusses the roles and responsibilities of administrators in human services organizations. It covers recent studies related to the changing contexts of human services delivery, leadership, organizational culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social entrepreneurship, partnership, and collaboration.

HSM 230 .................................................................................. 3 credits

**Ethical Issues in Human Services Organizations**

HSM 230 explores the legal and ethical environments of human service organizations. Students consider tools and traditions for ethical decision-making, the role of the leader, and the role of organizational culture in sustaining a moral vision, and the design of and need for legal and ethical oversight. Students analyze current ethical and legal dilemmas and controversies through case studies and debate.

HSM 240 .................................................................................. 3 credits

**Public Policy Development in Human Services**

This course focuses on the formation and execution of public policy and programs by government and private organizations within human services. Emphasis is placed on evaluative and analytical approaches for determining positive and negative characteristics of policies and programs. Students will learn to analyze and critique organizations and the policies and programs within those organizations.

HSM 260 .................................................................................. 3 credits

**Financial Management for Human Service Managers**

This course focuses on the conceptual understanding and practice of financial management as it applies to human service agencies. Students complete the course with a better understanding of basic accounting concepts, budgets and budgeting systems, and how to create performance measures, and the ability to analyze financial statements for the purpose of cost analysis and forecasting. Aspects of setting fees, funding and risk management are also covered.

COM 150 .................................................................................... 3 credits

**Effective Essay Writing**

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.
COM 220 .................................................................3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.
MAT 219 .................................................................3 credits
Introduction to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MAT 220 .................................................................3 credits
College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.
BIO 100 .................................................................4 credits
Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes understanding of human psychology.
CHM 109 .................................................................3 credits
Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
ETH 125 .................................................................3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.
HIS 135 .................................................................3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.
CRT 205 .................................................................3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.
GEN 105 .................................................................3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.
Bachelor of Science in Psychology
The following Bachelor of Science in Psychology (BS/P) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Psychology program provides students with a strong foundation in general psychology. Students will gain insight into the cognitive and affective processes that underlie the individual human experience through an analysis of a variety of theoretical approaches related to human development and behavior. The courses in this program do not have a clinical emphasis and do not lead to professional licensure; instead, they are designed to provide supervisors, managers and other professionals with greater skills in critical thinking, collaboration, and information utilization through the enhanced understanding of human psychology.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bs-p.

BSP Required Course of Study
Courses requiring prerequisites are identified by a ~ symbol following the course number.
GEN 300 .................................................................3 credits
Skills for Professional Development
PSY 300 ~ .................................................................3 credits
General Psychology
PSY 310 ~ .................................................................3 credits
History and Systems of Psychology
PSY 355 ~ .................................................................3 credits
Motivational Processes in Human Psychology  
PSY 315 ~ ................................................................. 3 credits  
Statistical Reasoning in Psychology  
PSY 340 ~ ................................................................. 3 credits  
Biological Foundations of Psychology  
PSY 360 ~ ................................................................. 3 credits  
Cognitive Psychology  
PSY 375 ~ ................................................................. 3 credits  
Life Span Human Development  
PSY 390 ~ ................................................................. 3 credits  
Learning and Cognition  
PSY 400 ~ ................................................................. 3 credits  
Social Psychology  
PSY 405 ~ ................................................................. 3 credits  
Theories of Personality  
PSY 410 ~ ................................................................. 3 credits  
Abnormal Psychology  
PSY 435 ~ ................................................................. 3 credits  
Industrial/Organizational Psychology  
PSY 450 ~ ................................................................. 3 credits  
Diversity and Cultural Factors in Psychology  
PSY 460 ~ ................................................................. 3 credits  
Environmental Psychology  
PSY 475 ~ ................................................................. 3 credits  
Psychological Tests and Measurements  
PSY 480 ~ ................................................................. 3 credits  
Elements of Clinical Psychology  
PSY 490 ~ ................................................................. 3 credits  
Capstone Course in Psychology  
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BS/P

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of graduation or equivalency may be submitted to satisfy this requirement.
- National Testing Programs, and
- University of Phoenix Prior Learning Assessment, University of Phoenix coursework, regionally or nationally accredited coursework (C- or higher grade),

Degree Completion Requirements for the BS/P

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 51 upper division credits.
  - All students must meet the General Education areas approved by the university.
  - A minimum grade point average (GPA) of 2.0.
  - All students must complete the minimum number of credits required by their degree program.

General Education Requirements for the BS/P

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

- Communication Arts Requirement(s) 6 credits
- Humanities Requirement(s) 6 credits
- Mathematics Requirement(s) 6 credits
- Science & Technology Requirement(s) 6 credits
- Social Science Requirement(s) 6 credits

- Additional Liberal Arts Requirement(s) 6 credits
- Interdisciplinary Requirement(s) 18 credits

Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BS/P for Arkansas Students

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

- Communication Arts Requirement(s) 6 credits
- Social Science Requirement(s) 9 credits
- Humanities Requirement(s) 9 credits
- Mathematics Requirement(s) 6 credits
- Science & Technology Requirement(s) 9 credits

- Additional Liberal Arts Requirement(s) 6 credits
- Interdisciplinary Requirement(s) 9 credits

Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the BS/P

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
- ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

### Additional Residency Requirements and Course Waivers for the BS/P

Students in this program may waive a maximum of 24 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. The following courses in the required course of study may not be waived: GEN 300, PSY 490

### Course Descriptions for the BS/P

**GEN 300** ................................................................. 3 credits

#### Skills for Professional Development

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

**PSY 300** ................................................................. 3 credits

#### General Psychology

General Psychology is a survey course which introduces the student to the major topics in scientific psychology as applied to human behavior. Applications of these principles will be made to the human experience.

**PSY 310** ................................................................. 3 credits

### History and Systems of Psychology

The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. These include:

- structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, and phenomenological/existential approaches.
- PSY 335 ......................................................................................... 3 credits

#### Motivational Processes in Human Psychology

This course examines theories and research results pertaining to the structures (self, person, role, and event schemas) and processes (expectations, attributions, and inferences) underlying self and person perception.

**PSY 315** ......................................................................................... 3 credits

#### Statistical Reasoning in Psychology

This is an introductory course in applied statistics, with particular emphasis in psychology. Both descriptive and inferential statistics are included. In addition, this course provides the basic statistical background and understanding needed.

**PSY 340** ......................................................................................... 3 credits

#### Biological Foundations of Psychology

This course is designed to expose you to the underlying physiological mechanisms of behavior. Physiological psychology is a complex but fascinating field of study. It explores the relationship between our biological systems and behavior. Structure and function of the nervous system from the neuron to the brain, as well as the interrelationships between the brain and such behaviors as eating, sleeping, learning, memory, emotion, and mental disorders will be discussed using examples from the behavior of both humans and lower organisms.

**PSY 360** ......................................................................................... 3 credits

#### Cognitive Psychology

This course will present an overview of cognitive psychology and its findings, theories, and approach. Cognitive psychology deals with how we acquire and use knowledge so the course will cover topics such as perception, attention, memory, language, reasoning, and problem solving.

**PSY 375** ......................................................................................... 3 credits

#### Lifespan Human Development

This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their lifespan.

**PSY 390** ......................................................................................... 3 credits

#### Learning and Cognition

This course concerns the study of learning from the most basic associationistic ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weaknesses of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.

**PSY 400** ......................................................................................... 3 credits

#### Social Psychology

This course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts,
feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.

PSY 405 ................................................................. 3 credits

Theories of Personality
This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches.

PSY 410 ................................................................. 3 credits

Abnormal Psychology
This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.

PSY 435 ................................................................. 3 credits

Industrial/Organizational Psychology
This course is designed to introduce the student to the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context. Topics will include legal issues in employment, selection of employees, performance appraisal, training, leadership, motivation, and group behavior.

PSY 450 ................................................................. 3 credits

Diversity and Cultural Factors in Psychology
This course is a study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in psychology and clinical and counseling practices. The course expands the students' frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.

PSY 460 ................................................................. 3 credits

Environmental Psychology
In this course students will learn about the interaction between people and their environments; how our behavior affects our environment, and how that environment, in turn, influences our own behavior. An emphasis will be placed on developing behavioral solutions for environmental problems.

PSY 475 ................................................................. 3 credits

Psychological Tests and Measurements
This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity.

PSY 480 ................................................................. 3 credits

Elements of Clinical Psychology
This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.

PSY 490 ................................................................. 3 credits

Capstone Course in Psychology
This is the capstone course for undergraduate psychology students. The course provides students with the opportunity to integrate and apply learning from their psychology program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

COMM 215 ........................................................... 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 200 ............................................................... 3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies and the impact of these elements on their future.

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.

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The Bachelor of Science in Human Services

The Bachelor of Science in Human Services (BSHS) program employs an interdisciplinary approach for assimilating theory, knowledge, skills and core competencies of today’s human service professional. The conceptual framework of the program draws from a range of human service domains such as counseling, biopsychosocial development, human systems and social change, social work, psychology, and management theories. The program is designed with experiential components, integrated within the academic foundation, to provide students with experience as service providers in a range of human service settings in both private and public sectors. The Human Services program’s interdisciplinary design builds core skills and competencies based on established methods for delivering a variety of direct service roles in the wide-ranging field of human services. In addition to completing core curriculum courses, students must declare and complete courses in an area of concentration selected from the following: 1) Management, 2) Addictions, 3) Family and Child Services, 4) Gerontology. Upon graduation from the program students will be qualified for Registry as Mental Health Facilitators with the National Board for Certified Practitioners.

### Required Course of Study for the BSHS

Courses requiring prerequisites are identified by a ~ symbol following the course number.

- BSHS 305 ~ 3 credits
- Historical Development of Human Services: An Introduction
  Prerequisite is for B Track only
- BSHS 325 ~ 3 credits
- Human Systems and Development
  Prerequisite is for B Track only
- BSHS 335 ~ 3 credits
- Ethics and Values for Human Service Professionals
- BSHS 345 ~ 3 credits
- Diversity and Special Populations
- BSHS 355 ~ 3 credits
- Delivery of Human Services: Theory and Practice
- BSHS 375 ~ 3 credits
- Information Management Systems & Technology in Human Services
- BSHS 415O ~ 0 credits
- Orientation to Field Experience
- BSHS 385 ~ 3 credits
- Interpersonal Communication & Interviewing Skills
- BSHS 395 ~ 3 credits
- Client Assessment and Plan Development
- BSHS 405 ~ 3 credits
- Intervention, Direct Service Delivery & Case Management
- BSHS 415 ~ 3 credits
- Field Experience I
- BSHS 425 ~ 3 credits
- Administration & Management of Human Service Programs
- BSHS 435 ~ 3 credits
- Research & Statistics in Human Services
- BSHS 445 ~ 3 credits
- A Survey of Crisis and Mental Health Issues and Interventions
- BSHS 455 ~ 3 credits
- Working With Addictions
- BSHS 465 ~ 3 credits
- Professional Development and Identity
- BSHS 475 ~ 3 credits
- Field Experience II
- BSHS 485 ~ 3 credits
- Capstone: Advocacy and Creating Social Change

### Concentration in Addictions

- BSHS 456 ~ 3 credits
- Addiction Interventions for Human Service Workers
- BSHS 457 ~ 3 credits
• No work experience and/or current employment is required for...

Concentration in Family and Child Services

- BSHS 406 ~ ................................................................. 3 credits
- Family and Social Systems: Contemporary Trends and Issues
- BSHS 407 ~ ................................................................. 3 credits
- Family Violence Across the Lifespan: A Multi-Strata Problem
- BSHS 408 ~ ................................................................. 3 credits

Concentration in Gerontology

- BSHS 436 ~ ................................................................. 3 credits
- Social Systems and Aging
- BSHS 438 ~ ................................................................. 3 credits
- Care for Aging Populations
- BSHS 439 ~ ................................................................. 3 credits

Concentration in Management

- BSHS 426 ~ ................................................................. 3 credits
- Human Services Management: Theory & Practice
- BSHS 427 ~ ................................................................. 3 credits
- Critical Thinking Skills in Management Decision Making
- BSHS 428 ~ ................................................................. 3 credits
- Human Services Program Design & Proposal Writing

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSHS

All applicants are expected to meet the following admissions requirements:

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

• No work experience and/or current employment is required for this program.

Degree Requirements for the BSHS

• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 60 upper division credits.
  • A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  • A minimum grade point average (GPA) of 2.0.
  • Students will declare a concentration at the time of enrollment.

• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Bachelor of Science in Human Services

Academic Progression Requirements for the BSHS

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.

• GEN 195 will be required as the first course in the First-Year Sequence.

• All FYS requirements must be satisfied prior to enrolling in any other program applicable course.

• With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade).
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.

• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)

• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.

• Students may not complete any of the First-Year Sequence courses via Directed Study.

Students who list 24 or more previous college credits, as recognized by the University on the admissions application, must enroll in the first course as outlined in the Required Course of Study for this program (BSHS 305) and are not required to enroll in the First-Year Sequence.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

General Education Requirements for the BSHS

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

(A Track must include: COMM 215, equivalent or higher)

(B Track must include COM 170 and COM 172)

Mathematics, 6 credits
Historical Development of Human Services: An Introduction

In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker’s investment in the multidimensional field. Students will complete Module 1 of the MHF training.

BSHS 305 ................................................................. 3 credits

Human Systems and Development

Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes effecting both developmental and social change. Students will complete Module 8 of the MHF training.

BSHS 335 ..................................................................... 3 credits

Ethics and Values for Human Service Professionals

In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information.

BSHS 345 ..................................................................... 3 credits

Diversity and Special Populations

The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general. Students will complete Module 9 of the MHF training.

BSHS 355 ..................................................................... 3 credits

Delivery of Human Services: Theory and Practice

This course facilitates identification of specific human needs and conditions, which are the core of the human services profession, and the range of human service delivery systems that address them. The conditions most often encountered with addictions and chemical dependency, aging populations, crime, mental and physical illnesses, poverty, delinquency and developmental disabilities will be explored in depth. On completion of this course students will demonstrate knowledge of theory and skills necessary for employing the major models of human service delivery at individual, group and community levels with attention to global influences effecting social policy and the political and ideological perspectives on human services delivery internationally. Students will complete Module 2 of the MHF training.

BSHS 375 ..................................................................... 3 credits

Information Management Systems & Technology in Human Services

This course provides the foundation for appropriate integration and use of information management systems crucial to the delivery of human services. Skills developed include methods of obtaining, organizing, analyzing, evaluating, maintaining and disseminating information. Domains addressed in the course involve the application of confidentiality guidelines and the appropriate use of client data, utilizing technology to assist in conducting needs assess-
Orientation to Field Experience

This course will provide an overview of the expectations and requirements for a successful Field Experience. Students will be provided with information regarding field placement with approved sites, documentation of field experience, and requirements for supervision. Orientation is offered well in advance of the first Field Experience course, BSHS/415 to provide students ample time for field site selection. (0 credits) Prerequisite: BSHS 375. May not be taken as Directed Study.

BSHS 385 .................................................................................. 3 credits Interpersonal Communication & Interviewing Skills

Human Services delivery requires expertise in communicating well with a wide range of people and groups. A key component of effective communication is the development of genuine positive regard for others, skill in establishing empathic relationships, and obtaining information needed for effective intervention with successful outcomes. This course provides knowledge of theory and practice in interpersonal communication. Students will learn skills for resolving conflict, establishing positive rapport, assisting clients in becoming clear about goals and focusing on outcomes, and practicing professional and ethical behaviors in all client interactions. Students will complete Modules 1, 2, 3, and 1 of the MHF training.

BSHS 395 .................................................................................. 3 credits Client Assessment and Plan Development

This course enables students to understand the process of conducting needs assessments, developing an action plan for services, implementing the action plan, and subsequent evaluation of outcomes. Students will learn the process of developing goals and measurable objectives, designing an individualized program for clients, implementing the program, and using ongoing assessment and evaluation of results to revise or modify individualized programs. Students will demonstrate competency in identifying needs, and mobilizing resources and necessary supports for assisting clients in meeting goals. Students will complete Module 10, 11 and 12 of the MHF training.

BSHS 405 .................................................................................. 3 credits Intervention, Direct Service Delivery & Case Management

This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to access resources, use consultation, and make referrals. Students will complete Module 16 of the MHF training.

BSHS 415 .................................................................................. 3 credits Field Experience I

This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a field placement site. Students will work in a human services setting under the supervision of a qualified professional. In addition to providing direct service, students will attend a weekly 2-hour class for faculty supervision and evaluation of core competency development. Typical activities of a field placement involve employing skills acquired so far in the program progression: conducting interviews, working directly with clients and groups, developing action plans and documenting. Students will complete Modules 13 and 14 of the MHF training.

BSHS 425 .................................................................................. 3 credits Administration & Management of Human Service Programs

Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building.

BSHS 435 .................................................................................. 3 credits Research & Statistics in Human Services

This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.

BSHS 445 .................................................................................. 3 credits A Survey of Crisis and Mental Health Issues and Interventions

In this course students explore the relationship between mental health and human service delivery systems in the United States as well as global initiatives for improving the international service base. Students will learn to define and describe the nature and process of crisis and the impact of trauma-causing events on mental health of diverse clients. Students will compare and contrast the range of service delivery modalities and networks, including the operation of emergency management systems, and will demonstrate understanding of roles and skills needed when services are provided in emergency and crisis situations. The course facilitates development of skills necessary for assessing and managing suicide risk. Students will complete Module 15 of the MHF training.

BSHS 455 .................................................................................. 3 credits Working With Addictions

This course introduces students to the biology of addiction, including brain reward mechanisms, the role of environment and genetics, psychodynamics, and the impact of addiction on individuals, families, and communities. The roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis are emphasized in the course. The course examines major models of conceptualizing and integrating prevention, intervention, rehabilitation and main-
tenance/relapse prevention. Students will learn strategies for accessing supportive measures and case management processes for developing wrap-around action plans for service delivery to individuals and groups with addiction and chemical dependence related issues.

BSHS 465 .................................................................................. 3 credits

Professional Development and Identity

In this course students will explore processes for enhancement of self-awareness and the effect of personal style and personality on human service delivery. Students will examine personal values, cultural differences and biases, individual philosophies and belief systems then integrate this understanding of self into the development of an identity as a human service professional. Students will demonstrate strategies for cultivating self-awareness and modeling self-care. Students will investigate the value of membership in supportive professional organizations such as the National Organization for Human Services (NOHS). Students will complete Module 17 of the MHF training.

BSHS 475 .................................................................................. 3 credits

Field Experience II

This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2-hours per week) are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes. This course requires accumulation of the total 350 service hours necessary for graduation from the program (the first 175 hours were compiled in BSHS/415, FE I) and demonstration of a professional attitude and disposition as evaluated in 8 domains: Professionalism, Personal Growth, Sensitivity, Flexibility, Emotional Maturity, Group Membership Skills, Accepting Feedback, and Relationship with Authority. Students will complete Modules 7 and 18 of the MHF training.

BSHS 485 .................................................................................. 3 credits

Capstone: Advocacy and Creating Social Change

This course is the culmination of the BSHS program with a focus on the basic tenets of client advocacy efforts and the processes of creating social change. As human services professionals, students will demonstrate strategies for using their knowledge and skills for understanding and helping clients. The Capstone Project asks students to develop an advocacy action plan that addresses a local need they have determined utilizing a community needs assessment. Students will complete Module 19 of the MHF training.

COMM 215 .................................................................................. 3 credits

Essentials of College Writing

This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between 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.

Course Descriptions for the Concentration in Addictions

BSHS 456 .................................................................................. 3 credits

Addiction Interventions for Human Service Workers

This course has a focus on familiarizing students with fundamental interventions used in drug and alcohol treatment settings. Students will conduct an investigation of 12-step, alternative support group, secular organization, therapeutic community, and structured inpatient/outpatient approaches to intervention and treatment. Students will be prepared to apply basic skills for assessing and evaluating client needs, making referrals, and working as a colleague in groups of professional service providers. An exploration of commonly used evaluation instruments for assessing level of care is underscored along with tenets of co-facilitation of treatment groups and assessing special population needs. Students will demonstrate foundational knowledge and understanding of guidelines for treatment as outlined by the Substance Abuse and Mental Health Services Administration and the American Society of Addiction Medicine’s Patient Placement Criteria.

BSHS 457 .................................................................................. 3 credits

Codependence & Working with Families

In this course students will demonstrate an understanding of the impact of controlling behaviors and supporting dysfunction in relation to addictions and families. Theories of codependency are explored as a disease of loss of selfhood and an addiction resulting from an imbalance of inner and outer self-awareness. Cardinal characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate understanding and skill in case management and referral for treatment in addition to assisting clients with recovery goals, self-awareness, self-acceptance, self-responsibility and self-reflection with a focus on prevalence, and consequences of codependency in families.

BSHS 458 .................................................................................. 3 credits

Action Planning, Relapse Prevention & Aftercare

This course provides advanced skills development for the addic-
tation and chemical dependency human service worker. Students will conduct an in-depth evaluation of various treatment approaches employed when preparing action plans with clients. An investigation of comprehensive treatment programs, community action programs, school-based programs, and public health approaches to relapse prevention and aftercare strategies will provide students an opportunity to develop and present an individualized program for a fictional client. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues.

**Course Descriptions for the Concentration in Family and Child Services**

**BSHS 406** ................................................................. 3 credits

**Family and Social Systems: Contemporary Trends and Issues**

Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed.

**BSHS 407** ................................................................. 3 credits

**Family Violence Across the Lifespan: A Multi-Strata Problem**

This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review. Students will demonstrate an understanding of assessment strategies, consequences and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the movement to end family violence.

**BSHS 408** ................................................................. 3 credits

**Childhood Abuse and Neglect**

This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children’s Justice Act addressing investigation, prosecution and judicial handling of abuse and neglect cases. Areas of focus involve various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.

**Course Descriptions for the Concentration in Gerontology**

**BSHS 437** ................................................................. 3 credits

**Social Systems and Aging**

This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the effects on retirement, demographic changes, political sustainability of social programs for the aging, institutional settings and labor supply. Students will define and measure population aging by comparing and contrasting U.S. data with other countries by exploring elderly dependency and age-dependency ratios. Additional topics for discussion and demonstrated understanding by students include: the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology.

**BSHS 438** ................................................................. 3 credits

**Care for Aging Populations**

The course is an exploration of various living environments for aging and elderly including retirement communities, living with relatives and/or children, independency, assisted living, the good-ness-of-fit between lifestyle and housing, and managing long-term care. Students will demonstrate knowledge of segregated versus age-integrated residential settings and the impact on residents. An in-depth investigation of care-related issues across the growing aging population will include topics such as chronic illness, subsidized and unsubsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a team approach to the development of intervention plans, strategies of care, and implementation.

**BSHS 439** ................................................................. 3 credits

**Grief, Loss and End of Life Issues**

In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional/psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24/7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict.

**Course Descriptions for the Concentration in Management**

**BSHS 426** ................................................................. 3 credits

**Human Services Management: Theory & Practice**

This course traces the historical context of human services management as it relates to current theory and practice. Students will examine strategies for managing an integrated, diverse workforce and prepare to be generalists, understanding the scope of leading an organization with commonly encountered agency pressures. Students will employ learned management practices to inspect, distinguish, and measure the important attributes of program management and supervision. By demonstrating a basic understanding of organizational behavior and the challenges of embracing workforce diversity, dynamic systems change, performance evaluation and effective communication with a range of Para-professional and professionals, students will explore their roles as managers in the
growing human services field. 

BSHS 427 ..................................................................................3 credits

**Critical Thinking Skills in Management Decision Making**

This course will familiarize students with strategies related to making sustainable decisions. Techniques used to make decisions, solve problems, and lead environments will be explored. Concepts of strategic planning, organizing and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Specific details to human services are considered and methods for service delivery to needs-based populations and the workers who serve in this capacity. Students are introduced to, and will demonstrate understanding of, the Six Sigma elements and five-step approach for process improvement.

BSHS 428 ..................................................................................3 credits

**Human Services Program Design & Proposal Writing**

This course introduces students to the purposes, challenges and benefits of program design and grant writing. Students will review components of each and conduct a needs assessment and develop a business case for implementation on program design. Special attention will be given to research for finding available funding sources and how to form important partnerships. Students explore the methods of research using quantitative, qualitative and mixed-method program design concepts. Students will examine concepts of logic models and their impact on people, processes, and conditions related to program design. Using a specific framework, learners will uncover funding possibilities and use tools to prepare for the rigor related with grant writing. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.

**Associate Programs Pathways Program**

Non-degree seeking students are permitted to take courses if admitted into the Pathways Program. The Pathways Program is designed for current high school juniors and seniors seeking to earn college credits while still enrolled in secondary schools. Pathways students may earn a maximum of 12 credits at the University of Phoenix. Non-degree students are not eligible to receive most types of financial aid or veterans benefits and must demonstrate English proficiency, if applicable, to be eligible for course enrollment. The Pathways Program admissions process must be completed before enrollment in any courses.

Admission into the Pathways program requires:

- Pathways Non-degree Application
- High School Junior or Senior Standing
- Pathways students must meet all prerequisite requirements for the program in which the courses are included. Students must also meet all admission requirements, with the exception of the HS diploma or equivalent
- Parent or guardian consent
- $25 application fee

Before proceeding beyond 12 credits, Pathways program students must submit a University of Phoenix degree seeking application for admission, possess a high school diploma (or equivalent), and be granted acceptance to the University of Phoenix. Pathways students who want to earn more than 12 credits will be deemed degree seeking and be required to submit an application for admission to a University of Phoenix degree program.

*Note: The Pathways Program is not available in all states. Please consult an enrollment counselor to determine if residents of a specific state are eligible for this program.*
The University of Phoenix School of Business works closely with other academic colleges to provide and administer academic courses in other business related fields. In cooperation with the College of Humanities and Sciences, the University of Phoenix School of Business provides select environmental sustainability courses in the Environmental Sustainability concentration. The school also works cooperatively with the College of Humanities and Sciences to give breadth to the undergraduate learning experience through the integration of general education and professional course work.

**Associate of Arts/Concentration in Accounting**

The following Associate of Arts/Concentration in Accounting (AAACC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associates of Arts in Accounting concentration focuses on the role of accounting in business strategy, financial statements, cost information, economics, management, and ethical issues. Students will encounter real-world scenarios where they will use accounting information resources and systems, and present conclusions based on accounting and business data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks.

For more information about our graduation rates, the median debt information, economics, management, and ethical issues. Students will encounter real-world scenarios where they will use accounting information resources and systems, and present conclusions based on accounting and business data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Concentration in Accounting - Track A and B**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 220</td>
<td>Survey of Accounting: The Maze of Numbers</td>
<td>3</td>
</tr>
<tr>
<td>ACC 225</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 260</td>
<td>Accounting Ethics: Keeping it Clean</td>
<td>3</td>
</tr>
<tr>
<td>FIN 200</td>
<td>Introduction to Finance: Harvesting the Money Tree</td>
<td>3</td>
</tr>
<tr>
<td>ACC 230</td>
<td>Financial Reporting: Peeking Under the Financial Hood</td>
<td>3</td>
</tr>
<tr>
<td>ACC 250</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for AAACC**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

**General Education Requirements for the AAACC**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Communication Arts Requirement</td>
<td>6</td>
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<tr>
<td>Mathematics Requirement</td>
<td>6</td>
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<tr>
<td>Science &amp; Technology Requirement</td>
<td>6</td>
</tr>
<tr>
<td>Social Science Requirement</td>
<td>6</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>6</td>
</tr>
<tr>
<td>Additional Liberal Arts Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary Requirement</td>
<td>9</td>
</tr>
</tbody>
</table>

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for AAACC**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum program grade point average (GPA) of 2.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Associate of Arts

**Academic Progression Requirements for the AAACC**

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track and must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

**Additional Residency Requirements and Course Waivers for the AAACC**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

**Course Descriptions for the AAACC**

**ACC 220** ................................................................. 3 credits

**Survey of Accounting: The Maze of Numbers**

Every business depends on its accountants to organize and maintain financial information. Accountants translate the maze of numbers most people see into valuable information that keeps a company going. This course introduces students to the accounting profession. It covers the role accounting plays in business and career options in accounting. Students learn the fundamentals of accounting principles and the accounting cycle.

**ACC 225** ..................................................................................3 credits

**Financial Accounting**

Financial accounting communicates economic information and serves as a tool for business decision making. Through financial accounting, accountants track how money circulates in an organization. This course provides an understanding of the fundamental principles of double entry accounting as applied to practical business situations. Emphasis is given to the following: debit and credit rules of accounting, T-accounts, journalizing transactions, adjusting entries for revenue and expense items, inventories, internal control with emphasis on cash, and accounting information systems. Students will be able to prepare and use the income statement, balance sheet, and statement of cash flows.

**ACC 260** ..................................................................................3 credits

**Accounting Ethics: Keeping it Clean**

Businesses’ accounting practices are under heightened scrutiny following corporate scandals in recent years. Accountants have a legal and ethical responsibility to follow the law and standard accounting practices as they document their companies’ finances. The course is an introductory level course in ethics, focusing on the types of situations that pose ethical problems in business. An attempt will be made to help the student develop an ethical framework which will allow the student to address ethical issues in the business world. Current trends in accounting ethics, including the Sarbanes Oxley regulations and the ethical requirements for certified public accountants are emphasized.

**FIN 200** ....................................................................................3 credits

**Introduction to Finance: Harvesting the Money Tree**

This course gives students an overview of finance concepts, terminology, and principles. It is an introduction to the role of finance in the business world. Topics covered include the relationship between finance and accounting, careers in finance, basic financial analysis and planning techniques, financial ratios, profit, cash flow, and sources of business financing.

**ACC 230** ..................................................................................3 credits

**Financial Reporting: Peeking Under the Financial Hood**

In this course, students will study the relationship between finance and accounting, careers in finance. Financial reports help managers choose between business paths. They also help investors and analysts evaluate the financial health of companies. Financial statements are generated and their limitations; techniques for analyzing the flow of business funds; and methods for selecting and interpreting financial ratios. It also presents analytical tools for predicting and testing assumptions about a firm’s performance.

**ACC 250** ..................................................................................3 credits

**Accounting Information Systems**

Accountants today have put aside paper and pencil and taken advantage of advances in technology. Specialized software has made accounting transactions and reporting more dynamic and efficient. In this course, students will understand the role of accounting information systems in organizations. The course covers the different types of accounting systems used for the collection, organization, and presentation of information. Using accounting software, the students will explore how accounting information systems are used to assist management in decision-
making processes. Emphasis will also be placed on the internal controls that should be included in an accounting information system.

**COM 150** ................................................................. 3 credits

**Effective Essay Writing**

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

**COM 220** ................................................................. 3 credits

**Research Writing**

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

**ETH 125** ........................................................................ 3 credits

**Cultural Diversity**

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

**CRT 205** ................................................................. 3 credits

**Critical Thinking**

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

**GEN 105** ................................................................. 3 credits

**Skills for Learning in an Information Age**

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**Associate of Arts/Concentration in Accounting Foundations**

The following Associate of Arts/Concentration in Accounting Foundations (AAACC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts curriculum provides a foundation and overview within the academic disciplines of communication arts, social sciences, mathematics, life sciences, and the humanities. Instruction focuses on the development of student skills in writing, critical thinking, and information utilization, as well as foundational competencies in the selected discipline. The completion of an Associate of Arts degree represents an important milestone for many students as they pursue their educational goals.

The Associates of Arts in Accounting Foundations concentration focuses on the role of accounting in business strategy, accounting communications, accounting information systems, management, financial statements, and cost information. Students will encounter real-world scenarios where they will use accounting information resources and systems, and present conclusions based on accounting and business data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Concentration in Accounting Foundations - Track A and B**

**BUS 210 ~** ................................................................. 3 credits

**Foundations of Business**

**XBCOM 230 ~** ................................................................. 3 credits

**Business Communication for Accountants**

**XACC 210 ~** ................................................................. 3 credits

**Accounting Information Systems**

**XMGT 230 ~** ................................................................. 3 credits

**Management Theory and Practice**

**XACC 290 ~** ................................................................. 3 credits

**Principles of Accounting I**

**XACC 291 ~** ................................................................. 3 credits

**Principles of Accounting II**

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the AAACC**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body; GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

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General Education Requirements for the AAACCF
Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

Degree Requirements for the AAACCF
• Completion of a minimum of 60 credits.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
• A minimum program grade point average (GPA) of 2.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AAACCF
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other General Education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAACCF
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAACCF
BUS 210 .................................................................3 credits
Foundations of Business
In this course students will explore the foundation of business by reviewing topics regarding the structure and culture of the modern business environment. Additional topics include the evolution of business, the role of the business ethics, communication, technology, operations, leadership, and human resources. Upon completion, students are better prepared to make informed decisions regarding their educational and professional goals.
XBCOM 230 ............................................................3 credits
Management Theory and Practice
This course explores the rich field of management in theory and
practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

XACC 290 .................................................................................... 3 credits

**Principles of Accounting I**

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

XACC 291 ~............................................................................. 3 credits

**Principles of Accounting II**

This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

COM 150 .................................................................................. 3 credits

**Effective Essay Writing**

Students develop academic writing skills. The emphasis is on coherence and correctness in written communication as students use the writing process to craft an expository essay. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense, subject-verb agreement, and pronoun-antecedent agreement, and pronoun case.

COM 220 .................................................................................. 3 credits

**Research Writing**

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

CRT 205 .................................................................................. 3 credits

**Critical Thinking**

In this course, students will develop the ability to think both clearly and critically. Practice includes developing writing skills that will enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students will be given the opportunity to analyze and discuss various types of media—including television, cinema, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

ETH 125 .................................................................................. 3 credits

**Cultural Diversity**

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

GEN 105 .................................................................................. 3 credits

**Skills for Learning in an Info Age**

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**Associate of Arts/Emphasis in Accounting Foundations (Maryland-Online)**

The following Associate of Arts/Emphasis in Accounting Foundations (AAACCF) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts curriculum provides a foundation and overview within the academic disciplines of communication arts, social sciences, mathematics, life sciences, and the humanities. Instruction focuses on the development of student skills in writing, critical thinking, and information utilization, as well as foundational competencies in the selected discipline. The completion of an Associate of Arts degree represents an important milestone for many students as they pursue their educational goals. The Associates of Arts in Accounting Foundations emphasis focuses on the role of accounting in business strategy, accounting communications, accounting information systems, management, financial statements, and cost information. Students will encounter real-world scenarios where they will use accounting information resources and systems, and present conclusions based on accounting and business data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Emphasis in Accounting Foundations • Track A and B**

BUS 210 ~ ................................................................. 3 credits

Foundations of Business

XBCOM 230 ~ ................................................................. 3 credits

Business Communication for Accountants

XACC 210 .................................................................................. 3 credits

Accounting Information Systems

XMGT 230 ~ ................................................................. 3 credits

Management Theory and Practice

XACC 290 .................................................................................. 3 credits

Principles of Accounting I

XACC 291 .................................................................................. 3 credits

Principles of Accounting II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the AAACCF
• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAACCF

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for the AAACCF

• Completion of a minimum of 60 credits.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-“ or higher.
• A minimum program grade point average (GPA) of 2.0.
• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Associate of Arts

Academic Progression Requirements for the AAACCF

• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
  • SUNY or national transferable coursework.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Additional Residency Requirements and Course Waivers for the AAACCF

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAACCF

BUS 210 ....................................................................................... 3 credits
Foundations of Business
In this course students will explore the foundation of business by reviewing topics regarding the structure and culture of the modern business environment. Additional topics include the evolution of business, the role of the business ethics, communication, technology, operations, leadership, and human resources. Upon completion, students are better prepared to make informed decisions regarding their educational and professional goals.
XBCOM 230 ............................................................................. 3 credits
Business Communication for Accountants
This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communications within the context of applications to the accounting field. Students
will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

XACC 210 ................................................................. 3 credits

**Accounting Information Systems**

This course introduces accounting students to the use of technology and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for a business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.

XACC 290 ................................................................. 3 credits

**Principles of Accounting I**

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

XACC 291 ................................................................. 3 credits

**Management Theory and Practice**

This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

XACC 290 ................................................................. 3 credits

**Effective Essay Writing**

Students develop academic writing skills. The emphasis is on coherence and correctness in written communication as students use the writing process to craft an expository essay. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense, subject-verb and pronoun-antecedent agreement, and pronoun case.

COM 150 ................................................................. 3 credits

**Research Writing**

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

CRT 205 ................................................................. 3 credits

**Critical Thinking**

In this course, students will develop the ability to think both clearly and critically. Practice includes developing writing skills that will enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students will be given the opportunity to analyze and discuss various types of media—including television, cinema, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

ETH 125 ................................................................. 3 credits

**Cultural Diversity**

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

GEN 105 ................................................................. 3 credits

**Skills for Learning in an Info Age**

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**Associate of Arts/Concentration in Bookkeeping (Certificate Track)**

The following Associate of Arts/Concentration in Bookkeeping (Certificate Track) (AAACCFC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts with a concentration in Accounting Foundations focuses on the role of accounting in business strategy, financial statements, cost information, economics, management, and ethical issues. Students will encounter real-world scenarios where they will use accounting information resources and systems, and present conclusions based on accounting and business data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aaaccfc.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Concentration in Bookkeeping (Certificate Track) - Track A and B**

**A. Concentration in Bookkeeping (Certificate Track) - Track A**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 210C</td>
<td>Foundations of Business</td>
<td>3 credits</td>
</tr>
<tr>
<td>XACC 210C</td>
<td>Accounting Information Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>XBCOM 230C</td>
<td>Business Communication for Accountants</td>
<td>3 credits</td>
</tr>
<tr>
<td>XACC 290C</td>
<td>Principles of Accounting I</td>
<td>3 credits</td>
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**B. Concentration in Bookkeeping (Certificate Track) - Track B**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>BUS 210C</td>
<td>Foundations of Business</td>
<td>3 credits</td>
</tr>
<tr>
<td>XACC 210C</td>
<td>Accounting Information Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>XBCOM 230C</td>
<td>Business Communication for Accountants</td>
<td>3 credits</td>
</tr>
<tr>
<td>XACC 290C</td>
<td>Principles of Accounting I</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
XMGT 230C ......................................................... 3 credits
Management Theory and Practice
XACC 291C ......................................................... 3 credits
Principles of Accounting II

The University reserves the right to modify the required course of study.

General Information for the AAACCFC

• The Certificate Track associates programs are designed to be an option for students to earn a certificate en-route to earning the associates degree.
• Students who completed a certificate in its entirety and who later choose to enroll in an associates program with a concentration in the same area of focus as the completed certificate will be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the associates program.
• Any student planning to complete both an associate of arts degree and a baccalaureate degree must complete all 60 required credits of the associates degree and meet admission requirements for their chosen degree before enrolling in any University baccalaureate degree programs, courses, or University electives.

Additional Admission Requirements for the AAACCFC

• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAACCFC

Communication Arts Requirement 6 credits
Must include COM 150 and COM 220
Mathematics Requirement 6 credits
University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.
Science & Technology Requirement 6 credits
Must include 3 credits in the physical or biological sciences
Humanities Requirement 6 credits
Must include CRT 205
Social Science Requirement 6 credits
Must include ETH 125
Additional Liberal Arts Requirement 3 credits
Interdisciplinary Requirement 9 credits
All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAACCFC

The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
• A minimum grade point average (GPA) of 2.0.
• Students may earn a certificate in Bookkeeping en route to completing the associates degree. Students may apply for certificate conferral upon successful completion of the concentration courses.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AAACCFC

• Students must complete the concentration courses, COM 150 and CRT 205 prior to enrolling in any other general education or interdisciplinary courses.

Additional Residency Requirements and Course Waivers for the AAACCFC

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

The following course in the Required Course of Study may not be waived: BUS 210C

Course Descriptions for the AAACCFC

BUS 210C ................................................................. 3 credits

Foundations of Business
In this course students will explore the foundation of business by reviewing topics regarding the structure and culture of the modern business environment. Additional topics include the evolution of business, the role of the business ethics, communication, technology, operations, leadership, and human resources. Upon completion, students are better prepared to make informed decisions regarding their educational and professional goals.

XACC 210C ................................................................. 3 credits

Accounting Information Systems
This course introduces accounting students to the use of technology and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for a business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.

XBCOM 230C ................................................................. 3 credits

Business Communication for Accountants
This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communications within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

XACC 290C ................................................................. 3 credits
Principles of Accounting I

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

XMGT 230C ................................................................. 3 credits

Management Theory and Practice

This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

XACC 291C ............................................................... 3 credits

Principles of Accounting II

This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

COM 220 ............................................................... 3 credits

Research Writing

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ................................................................. 3 credits

Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ................................................................. 3 credits

Critical Thinking

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

Associate of Arts/Emphasis in Bookkeeping (Certificate Track) (Maryland-Online)

The following Associate of Arts/Emphasis in Bookkeeping (Certificate Track) (AAACCFC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts with an emphasis in Accounting Foundations focuses on the role of accounting in business strategy, financial statements, cost information, economics, management, and ethical issues. Students will encounter real-world scenarios where they will use accounting information resources and systems, and present conclusions based on accounting and business data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aaaccfc.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Emphasis in Bookkeeping (Certificate Track) - Track A and B

BUS 210C ................................................................. 3 credits

Foundation of Business

XACC 290C ................................................................. 3 credits

Accounting Information Systems

XBCOM 230C ~ ........................................................... 3 credits

Business Communication for Accountants

XMGT 230C ~ ........................................................... 3 credits

Principles of Accounting I

XACC 291C ~ ........................................................... 3 credits

Principles of Accounting II

XACC 292C ~ ........................................................... 3 credits

Management Theory and Practice

XACC 293C ~ ........................................................... 3 credits

Principles of Accounting I

The University reserves the right to modify the required course of study.

General Information for the AAACCFC

• The Certificate Track associates programs are designed to be an option for students to earn a certificate en-route to earning the associates degree.

• Students who completed a certificate in its entirety and who later choose to enroll in an associates program with a emphasis in the same area of focus as the completed certificate will be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the associates program.

• Any student planning to complete both an associate of arts degree and a baccalaureate degree must complete all 60 required credits of the associates degree and meet admission requirements for their chosen degree before enrolling in any University baccalaureate degree programs, courses, or University electives.

Additional Admission Requirements for the AAACCFC

• Applicants must be at least 16 years of age at the time of application.

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAACCFC

Communication Arts Requirement 6 credits
Must include COM 150 and COM 220
Mathematics Requirement 6 credits
University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.

Science & Technology Requirement 6 credits
Must include 3 credits in the physical or biological sciences

Humanities Requirement 6 credits
Must include CRT 205

Social Science Requirement 6 credits
Must include ETH 125

Additional Liberal Arts Requirement 3 credits
Interdisciplinary Requirement 9 credits

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAACCFC

The degree requirements for this program are the following:
- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Students may earn a certificate in Bookkeeping en route to completing the associates degree. Students may apply for certificate conferral upon successful completion of the emphasis courses.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AAACCFC

- Students must complete the emphasis courses, COM 150 and CRT 205 prior to enrolling in any other general education or interdisciplinary courses.

Additional Residency Requirements and Course Waivers for the AAACCFC

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. The following course in the Required Course of Study may not be waived: BUS 210C

Course Descriptions for the AAACCFC

BUS 210C..................................................................................3 credits

Foundation of Business
This course introduces accounting students to the use of technology and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for a business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.

XACC 291C ..............................................................................3 credits

Business Communication for Accountants
This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communications within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics, collaboration, technology utilization, critical thinking, and professional competence and values.

XACC 290C..............................................................................3 credits

Principles of Accounting I
This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

XMGT 230C .............................................................................3 credits

Management Theory and Practice
This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

XACC 291C ..............................................................................3 credits

Principles of Accounting II
This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

COM 220 .................................................................................3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 .................................................................................3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ...................................................................................3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most
The following Associate of Arts/Concentration in Hospitality, Travel and Tourism (AAHTT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Hospitality, Travel, and Tourism concentration provides content and practical application in an array of food service, lodging management, and tourism industry careers. The courses emphasize the leadership competencies and knowledge that provide the foundation of management practices valued in the hospitality arena. The Hospitality, Travel, and Tourism associate degree program is also planned to prepare the student for further study in hospitality or related programs at the undergraduate level. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahtt.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

### Concentration in Hospitality, Travel and Tourism - Track A and B

**HTT 200 ~** 3 credits

**Hospitality**

**HTT 210 ~** 3 credits

**Travel and Tourism: Work, Pleasure, Forever Enriching**

**HTT 220 ~** 3 credits

**Information Technology in Hospitality, Travel and Tourism**

**HTT 230 ~** 3 credits

**Food and Beverage Management: Eat, Drink and Be Healthy**

**HTT 240 ~** 3 credits

**Lodging and Resort Operations**

**HTT 250 ~** 3 credits

The University reserves the right to modify the required course of study.

### Additional Admission Requirements for AAHTT

- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

### General Education Requirements for the AAHTT

**Communication Arts Requirement** 6 credits

(A Track must include: COM 150 and COM 220)

(B Track must include: COM 155 and COM 156)

**Mathematics Requirement** 6 credits

**Science & Technology Requirement** 6 credits

(A Track must include: 3 credits in the physical or biological sciences)

(B Track must include: SCI 162)

**Social Science Requirement** 6 credits

(A Track must include: ETH 125)

(B Track must include:PSY 201 and ETH 125)

**Humanities Requirement** 6 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

**Additional Liberal Arts Requirement** 3 credits

(A Track must include: GEN 105)

(B Track must include: LIS 101)

**Interdisciplinary Requirement** 9 credits

(B Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

### Degree Requirements for AAHTT

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D+” or higher.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts.

### Academic Progression Requirements for the AAHTT

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
Hospitality: Food, Shelter, and Fun Away From Home

Course Descriptions for the AAHTT

Additional Residency Requirements and Course Waivers for the AAHTT

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAHTT

HTT 200 ................................................................. 3 credits
Hospitality: Food, Shelter, and Fun Away From Home
This course is an overview of the history, current trends, and general organizational structure of the hospitality industry. Additionally, the course covers topics such as recreational entertainment, economic impact of hospitality, and service standards. The course also gives students the opportunity to examine careers in tourism, foodservice, and lodging industries.

HTT 210 ................................................................. 3 credits
Travel & Tourism: For Work, For Pleasure, Forever Enriching
This course introduces the tourism industry and its major components such as the travel mart, surface travel, air travel, business travel, cruises, and recreation. It covers current issues in tourism and their effect on the hospitality industry as a whole including economic, political, and cultural forces, and quality of life impacts on host locals. Career opportunities within travel and tourism are also discussed.

HTT 220 ................................................................. 3 credits
Information Technology in Hospitality, Travel and Tourism: When Distribution Joins Automation
This course explores the impact and communications technology on the structure and operations of the hospitality, travel, and tourism industry. It covers topics dealing with the interaction between consumers, intermediaries, operatives, and management through rapidly changing technologies. Effects on service quality, productivity, efficiency, and profitability will be examined.

HTT 230 ................................................................. 3 credits
Finance for Hospitality Professionals: Bed & Balance Sheets
This course integrates the basic concept and practical skills related to foodservice operations, from the front office to the kitchen. It covers basic principles of purchasing and cost management of food and beverage, as well as menu planning, institutional food service, and quality control.

HTT 240 ................................................................. 3 credits
Lodging and Resort Operations: There’s Room In the Inn
This course studies the lodging industry, its history, growth, development, and future direction. It covers front office procedures and interpersonal dynamics from reservations through the night audit. The course also examines career opportunities in lodging and resorts.

COM 150 ................................................................. 3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ................................................................. 3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ................................................................. 3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

**Skills for Learning in an Information Age**

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**Associate of Arts/Emphasis in Hospitality, Travel and Tourism (Maryland-Online)**

The following Associate of Arts/Emphasis in Hospitality, Travel and Tourism (AAHTT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Hospitality, Travel, and Tourism emphasis provides content and practical application in an array of foodservice, lodging management, and tourism industry careers. The courses emphasize the leadership competencies and knowledge that provide the foundation of management practices valued in the hospitality arena. The Hospitality, Travel, and Tourism associate degree program is also planned to prepare the student for further study in hospitality or related programs at the undergraduate level.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahtt.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Emphasis in Hospitality, Travel and Tourism - Track A and B**

- **HTT 200 ~** 3 credits
  - Hospitality
- **HTT 210 ~** 3 credits
  - Travel and Tourism: Work, Pleasure, Forever Enriching
- **HTT 220 ~** 3 credits
  - Information Technology in Hospitality, Travel and Tourism
- **HTT 230 ~** 3 credits
  - Finance for Hospitality Professionals: Bed and Balance Sheets
- **HTT 240 ~** 3 credits
  - Food and Beverage Management: Eat, Drink and Be Healthy
- **HTT 250 ~** 3 credits
  - Lodging and Resort Operations

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for AAHTT**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

**General Education Requirements for the AAHTT**

- **Communication Arts Requirement 6 credits**
  - (A Track must include: COM 150 and COM 220)
  - (B Track must include: COM 155 and COM 156)
- **Mathematics Requirement 6 credits**
  - (A Track must include: 3 credits in the physical or biological sciences)
  - (B Track must include: SCI 162)
- **Science & Technology Requirement 6 credits**
  - (A Track must include: PSY 201 and ETH 125)
  - (B Track must include: HUM 111)
- **Additional Liberal Arts Requirement 3 credits**
  - (A Track must include: GEN 105)
  - (B Track must include: US 101)
- **Social Science Requirement 6 credits**
  - (A Track must include: CRT 205)
  - (B Track must include: ETH 125)
- **Interdisciplinary Requirement 9 credits**
  - (A Track must include: COM 150 and COM 220)
  - (B Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version.

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for AAHTT**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**Academic Progression Requirements for the AAHTT**
• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
• To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and can take equivalent level or higher level course.

Additional Residency Requirements and Course Waivers for the AAHTT

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAHTT

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>HTT 200</td>
<td>Hospitality: Food, Shelter, and Fun Away From Home</td>
<td>3</td>
</tr>
<tr>
<td>HTT 210</td>
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<tr>
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<td>3</td>
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<tr>
<td>COM 150</td>
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</tr>
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</tbody>
</table>

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Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly
confused words, modifiers, parallel structure, and sentence variety.

ETH 125 .................................................................................. 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 .................................................................................. 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 .................................................................................. 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Foundations of Business

The following Associate of Arts/Concentration in Foundations of Business (AAFB) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts with a concentration in Foundations of Business focuses on a variety of business essentials including economics, information systems, managerial ethics, financial accounting, business research and effective managerial communications. Students will explore business principles and learn to apply problem-solving strategies to real-life scenarios. In addition, students will also discuss the effects of culture and ethics in current global and domestic business environments.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aafb.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Concentration in Foundations of Business - Track A and B

BUS 210 ~ ................................................................. 3 credits

Foundations of Business

XECO 212 ~ ................................................................. 3 credits

Principles of Economics

XBIS 219 ~ ................................................................. 3 credits

Business Information Systems

XMGT 216 ~ ................................................................. 3 credits

Organizational Ethics and Social Responsibility

XACC 280 ~ ................................................................. 3 credits

Financial Accounting Concepts and Principles

Additional Admission Requirements for AAFB

- Applicants must be at least 16 years of age at the time of application.

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAFB

Communication Arts Requirement 6 credits

(A Track must include: COM 150 and COM 220)

(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 6 credits

(A Track must include: 3 credits in the physical or biological sciences)

(B Track must include: SCI 162)

Social Science Requirement 6 credits

(A Track must include: ETH 125)

(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 6 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits

(A Track must include: GEN 105)

(B Track must include: US 101)

Interdisciplinary Requirement 9 credits

(B Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general
education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for AAFB**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**Academic Progression Requirements for the AAFB**

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, who choose to enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

**Additional Residency Requirements and Course Waivers for the AAFB**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

**Course Descriptions for the AAFB**

**BUS 210** .................................................................3 credits

**Foundations of Business**

In this course students will explore the foundation of business by reviewing topics regarding the structure and culture of the modern business environment. Additional topics include the evolution of business, the role of the business ethics, communication, technology, operations, leadership, and human resources. Upon completion, students are better prepared to make informed decisions regarding their educational and professional goals.

**XECO 212** .................................................................3 credits

**Principles of Economics**

This course introduces the fundamental theories of microeconomics and macroeconomics. The economic principles studied in this course apply to everyday life as students research an industry, debate issues with trade agreements, discuss the effects of a shift in labor supply and demand, and discuss the strengths and weaknesses of the Consumer Price Index calculation. In particular, students research an industry affected by the economy and perform an economic analysis of the chosen industry.

**XBIS 219** .................................................................3 credits

**Business Information Systems**

This course provides an overview of Business Information Systems. This includes a broad foundation for both technical and non-technical business professionals. Special emphasis is placed on how information is used by businesses across different industries.

**XMGT 216** .................................................................3 credits

**Organizational Ethics and Social Responsibility**

This course provides a foundational perspective for socially responsible management practices in business. Special emphasis is placed on the inter-related nature of ethics, moral, legal, and social issues in managing individuals, groups, and the organization within a business environment.

**XACC 280** .................................................................3 credits

**Financial Accounting Concepts and Principles**

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on the enterprise. Financial information is examined from the perspective of effective management decision making with special emphasis on the planning and controlling responsibilities of practicing managers.

**XCOM 285** .................................................................3 credits

**Essentials of Managerial Communication**

This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication with an eye toward applications in an office or virtual office setting. Students will develop skills in various forms of written communication, including memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.

**COM 150** .................................................................3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Business Foundations

The Associate of Arts with a concentration in Business Foundations focuses on a variety of business essentials including management theory and practice, information systems, financial accounting, critical thinking and effective managerial communications. Students will explore business principles and learn to apply problem solving strategies to real-life scenarios. In addition, students will also discuss the effects of culture and ethics in current global and domestic business environments.

Concentration in Business Foundations - A Track and B Track

The following Associate of Arts/Concentration in Business Foundations (AABF) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

University of Phoenix, 2013-2014

UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS
Degree Requirements for AABF

The degree requirements for this program are the following:

- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Associate of Arts

Academic Progression Requirements for the AABF

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.

- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AABF

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AABF

BUS 210 .................................................................................3 credits

Foundations of Business

In this course students will explore the foundation of business by reviewing topics regarding the structure and culture of the modern business environment. Additional topics include the evolution of business, the role of the business ethics, communication, technology, operations, leadership, and human resources. Upon completion, students are better prepared to make informed decisions regarding their educational and professional goals.

XBCOM 275 ........................................................................3 credits

Business Communications and Critical Thinking

This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organizations strategic direction.

XBIS 220 ...............................................................................3 credits

Introduction to Computer Applications and Systems

This course provides an overview of Business Information Systems. Students learn to apply Microsoft® Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

XMGT 230 ...............................................................................3 credits

Management Theory and Practice

This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

XACC 290.................................................................3 credits

Principles of Accounting I

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

XACC 291.................................................................3 credits

Principles of Accounting II

This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets,
liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

COM 150 ................................................................. 3 credits

Effective Essay Writing

Students develop academic writing skills. The emphasis is on coherence and correctness in written communication as students use the writing process to craft an expository essay. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense, subject-verb and pronoun-antecedent agreement, and pronoun case.

COM 220 ................................................................. 3 credits

Research Writing

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

CRT 205 ................................................................. 3 credits

Critical Thinking

In this course, students will develop the ability to think both clearly and critically. Practice includes developing writing skills that will enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students will be given the opportunity to analyze and discuss various types of media—including television, cinema, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

ETH 125 ................................................................. 3 credits

Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

GEN 105 ................................................................. 3 credits

Skills for Learning in an Info Age

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Ethics & Society Requirement 3 credits

The following Associate of Arts/Emphasis in Business Foundations program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

Comprehensive Requirement 18 credits

The Associate of Arts with an emphasis in Business Foundations focuses on a variety of business essentials including management theory and practice, information systems, financial accounting, critical thinking and effective managerial communications. Students will explore business principles and learn to apply problem solving strategies to real-life scenarios. In addition, students will also discuss the effects of culture and ethics in current global and domestic business environments.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Emphasis in Business Foundations - A Track and B Track

BUS 210 ~ ................................................................. 3 credits

Foundations of Business

XBCOM 275 ~.......................................................... 3 credits

Business Communications and Critical Thinking

XBS 220 ~ ................................................................. 3 credits

Introduction to Computer Applications and Systems

XMG 230 ~ ................................................................. 3 credits

Management Theory and Practice

XACC 290 ~................................................................. 3 credits

Principles of Accounting I

XACC 291 ~................................................................. 3 credits

Principles of Accounting II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AABF

Applicants who meet the following admission requirements will be considered for admission to the Associate Degree programs:

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AABF

Communication Arts Requirement 6 credits

(A Track must include: COM 150 and COM 220)

(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.

Science & Technology Requirement 6 credits

(A Track must include: 3 credits in the physical or biological sciences)

(B Track must include: SCI 162)

Humanities Requirement 6 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

Social Science Requirement 6 credits

(A Track must include: ETH 125)

(B Track must include: PSY 201 and ETH 125)

Additional Liberal Arts Requirement 3 credits

(A Track must include: GEN 105)

(B Track must include: LIS 101)

Interdisciplinary Requirement 9 credits

(B Track must include: FP 101)
All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for AABF**

The degree requirements for this program are the following:

- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

  **Associate of Arts**

**Academic Progression Requirements for the AABF**

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

**Additional Residency Requirements and Course Waivers for the AABF**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

**Course Descriptions for the AABF**

- **BUS 210** ................................................................. 3 credits
  - Foundations of Business
  
  In this course students will explore the foundation of business by reviewing topics regarding the structure and culture of the modern business environment. Additional topics include the evolution of business, the role of the business ethics, communication, technology, operations, leadership, and human resources. Upon completion, students are better prepared to make informed decisions regarding their educational and professional goals.

- **XCOM 275** ............................................................. 3 credits
  - Business Communications and Critical Thinking
  
  This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organization’s strategic direction.

- **XHIS 220** .............................................................. 3 credits
  - Introduction to Computer Applications and Systems
  
  This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

- **XMGT 230** ............................................................ 3 credits
  - Management Theory and Practice
  
  This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

- **XACC 290** ............................................................. 3 credits
  - Principles of Accounting I
  
  This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

- **XACC 291** ............................................................. 3 credits
  - Principles of Accounting II
This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, pay-roll accounting, and other significant liabilities.

COM 150 ........................................................................................................... 3 credits

Effective Essay Writing
Students develop academic writing skills. The emphasis is on coherence and correctness in written communication as students use the writing process to craft an expository essay. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense, subject-verb and pronoun-antecedent agreement, and pronoun case.

COM 220 ........................................................................................................... 3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

CRT 205 ........................................................................................................... 3 credits

Critical Thinking
In this course, students will develop the ability to think both clearly and critically. Practice includes developing writing skills that will enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students will be given the opportunity to analyze and discuss various types of media—including television, cinema, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

ETH 125 ........................................................................................................... 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

GEN 105 ........................................................................................................... 3 credits

Skills for Learning in an Info Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

The Associates of Arts in Accounting concentration focuses on the role of accounting in business strategy, financial statements, cost information, economics, management, and ethical issues. Students will encounter real-world scenarios where they will use accounting information resources and systems, and present conclusions based on accounting and business data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks.

For students residing in Arkansas: For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aaacc-ar.

For students residing in Minnesota: For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aaacc-mn.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Concentration in Accounting - Track A and B

ACC 220 ~ ........................................................................................................... 3 credits
Survey of Accounting: The Maze of Numbers

ACC 225 ~ ........................................................................................................... 3 credits
Financial Accounting

ACC 260 ~ ........................................................................................................... 3 credits
Accounting Ethics: Keeping it Clean

FIN 200 ~ ........................................................................................................... 3 credits
Introduction to Finance: Harvesting the Money Tree

ACC 230 ~ ........................................................................................................... 3 credits
Financial Reporting: Peeking Under the Financial Hood

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAACC
• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAACC for Arkansas Students

Communication Arts Requirement 6 credits
Arkansas College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits
Arkansas College Calculus I

Must include: BIO 100 and CHM 109

The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.
• Completion of a minimum of 60 credits.

Degree Requirements for the AAACC

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Must include: HIS 135
HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Students who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

General Education Requirements for the AAACC for Minnesota Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 9 credits
(A Track must include: SCI 162)

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for the AAACC

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.

• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.

• A minimum grade point average (GPA) of 2.0.

• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Associate of Arts

Academic Progression Requirements for the AAACC

• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.

• US 101 will be required as the first course in the first block of the First-Year Sequence.

• All FYS requirements must be satisfied prior to enrolling in any other General Education elective, or concentration courses.

• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:

- University of Phoenix coursework,
- Regionally or nationally accredited coursework (C- or higher grade),
- University of Phoenix Prior Learning Assessment,
- National Testing Programs, and
- ACE evaluated Military credits.

• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.

• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Additional Residency Requirements and Course Waivers for the AAACC

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAACC

ACC 220 ..................................................................................3 credits
Financial Accounting

Financial accounting communicates economic information and serves as a tool for business decision-making. Through financial accounting, accountants track how money circulates in an organization. This course provides an understanding of the fundamental principles of double entry accounting as applied to practical business situations. Emphasis is given to the following: debit and credit rules of accounting, T-accounts, journalizing transactions, adjusting entries for revenue and expense items, inventories, internal control, and internal control systems. Students will be able to prepare and use the income statement, balance sheet, and statement of cash flows.

Accounting Ethics: Keeping it Clean

Businesses’ accounting practices are under heightened scrutiny following corporate scandals in recent years. Accountants have a legal and ethical responsibility to follow the law and standard accounting practices as they document their companies’ finances. The course is an introductory level course in ethics, focusing on the types of situations that pose ethical problems in business. An attempt will be made to help the student develop an ethical framework which will allow the student to address ethical issues in the business world. Current trends in accounting ethics, including the Sarbanes Oxley regulations and the ethical requirements for certified public accountants are emphasized.

Introduction to Finance: Harvesting the Money Tree

This course gives students an overview of finance concepts, terminology, and principles. It is an introduction to the role of finance in the business world. Topics covered include the relationship between finance and accounting, careers in finance, basic financial analysis and planning techniques, financial ratios, profit, cash flow, and sources of business financing.

Financial Reporting: Peeking Under the Financial Hood

In this course, students study how to analyze financial statements and methods used to value companies. Financial reports help managers choose between business paths. They also help investors and analysts evaluate the financial health of companies. This course is a practical means of discovering how financial data are generated and their limitations; techniques for analyzing the flow of business funds; and methods for selecting and interpreting financial ratios. It also introduces analytical tools for predicting and testing assumptions about a firm’s performance.

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay.

Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

Research Writing

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

College Algebra

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

Introductory Chemistry

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
tural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

ETH 125 ........................................................................................................3 credits

Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ........................................................................................................3 credits

Critical Thinking

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ........................................................................................................3 credits

Skills for Learning in an Information Age

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Hospitality, Travel and Tourism (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Hospitality, Travel and Tourism (AAHTT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the tent and practical application in an array of foodservice, lodging and tourism industry careers. The courses emphasize the leadership competencies and knowledge that provide the foundation of management practices valued in the hospitality arena. The Hospitality, Travel, and Tourism associate degree program is also planned to prepare the student for further study in hospitality or related programs at the undergraduate level. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahttt. Courses requiring prerequisites are identified by a ~ symbol following the course number.

Concentration in Hospitality, Travel and Tourism - Track A and B

HTT 200 ........................................................................................................3 credits

Hospitality: Food, Shelter and Fun Away from Home

HTT 210 ........................................................................................................3 credits

Travel and Tourism: Work, Pleasure, Forever Enriching

HTT 220 ........................................................................................................3 credits

Information Technology in Hospitality, Travel and Tourism

HTT 230 ........................................................................................................3 credits

Finance for Hospitality Professionals: Bed and Balance Sheets

HTT 240 ........................................................................................................3 credits

Food and Beverage Management: Eat, Drink and Be Healthy

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAHTT

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAHTT for Arkansas Students

Communication Arts Requirement 6 credits

(A Track must include: COM 150 and COM 220)

(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits

(A Track must include: SCI 162)

(B Track must include: SCI 163)

Must include: BIO 100 and CHM 109

The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits

(A Track must include: EHT 125)

(B Track must include: PSY 201 and EHT 125)

Must include: HIS 135

HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits

(A Track must include: GEN 105)

(B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack 67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general edu-
cation credits required for their program.
Students who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

General Education Requirements for the AAHTT for Minnesota Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version.

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for the AAHTT

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
• A minimum grade point average (GPA) of 2.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AAHTT

• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAHTT

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAHTT

**HTT 200 ........................................................................ 3 credits**
**Hospitality: Food, Shelter, and Fun Away From Home**
This course is an overview of the history, current trends, and general organizational structure of the hospitality industry. Additionally, the course covers topics such as recreational entertainment, economic impact of hospitality, and service standards. The course also gives students the opportunity to examine careers in tourism, foodservice, and lodging industries.

**HTT 210 ........................................................................ 3 credits**
**Travel & Tourism: For Work, For Pleasure, Forever Enriching**
This course introduces the tourism industry and its major components such as the travel mart, surface travel, air travel, business travel, cruises, and recreation. It covers current issues in tourism and their effect on the hospitality industry as a whole including economic, political, and cultural forces, and quality of life impacts on host locals. Career opportunities within travel and tourism are also discussed.

**HTT 220 ........................................................................ 3 credits**
**Information Technology in Hospitality, Travel and Tourism: When Distribution Joins Automation**
This course explores the impact of information and communications technology on the structure and operations of the hospitality, travel, and tourism industry. It covers topics dealing with the interaction between consumers, intermediaries, operatives, and management through rapidly changing technologies. Effects on service quality, productivity, efficiency, and profitability will be examined.

**HTT 230 ........................................................................ 3 credits**
Finance for Hospitality Professionals: Bed & Balance Sheets
This course focuses on conceptual awareness and practice of financial management as it applies to hospitality, travel, and tourism industries. It covers the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Aspects of setting prices, funding, and risk management are also covered.

HTT 240 ................................................................. 3 credits

Food & Beverage Management: Eat, Drink, & Be Healthy
This course integrates the basic concept and practical skills related to foodservice operations, from the front office to the kitchen. It covers basic principles of purchasing and cost management of food and beverage, as well as menu planning, institutional food service, and quality control.

COM 150 ................................................................. 3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ................................................................. 3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetoric, devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

MAT 219 ................................................................................... 3 credits

Introduction to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 220 ................................................................................... 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

BIO 100 ..................................................................................... 4 credits

Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 ..................................................................................... 3 credits

Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 135 ..................................................................................... 3 credits

The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

ETH 125 ..................................................................................... 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ..................................................................................... 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ..................................................................................... 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Foundations of Business (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Foundations of Business (AAFB) program may be offered at these University of Phoenix campus locations: Online, depending on the state of residence. The availability of programs and concentrations depend on student demand.
and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts with a concentration in Foundations of Business focuses on a variety of business essentials including economics, information systems, managerial ethics, financial accounting, business research and effective managerial communications. Students will explore business principles and learn to apply problem-solving strategies to real-life scenarios. In addition, students will also discuss the effects of culture and ethics in current global and domestic business environments.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aafb

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Concentration in Foundations of Business - Track A and B

XECO 212 ~ ................................................................. 3 credits
Principles of Economics
XBIS 219 ~ ............................................................... 3 credits
Business Information Systems
XMGT 216 ~ ........................................................... 3 credits
Organizational Ethics and Social Responsibility
XACC 280 ~ ........................................................... 3 credits
Financial Accounting Concepts and Principles
XCOM 285 ~ ........................................................... 3 credits
Essentials of Managerial Communication

The University reserves the right to modify the required course of study

Additional Admission Requirements for AAFB

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHISPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAFB for Arkansas Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
Must include: MAT 219 and MAT 220
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Must include: BIO 100 and CHM 109
The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Must include: HIS 135
HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Students who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

General Education Requirements for the AAFB for Minnesota Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for the AAFB

The degree requirements for this program are the following:
- Completion of a minimum of 60 credits.
Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.

A minimum grade point average (GPA) of 2.0.

Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Associate of Arts

Academic Progression Requirements for the AAFB

• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other General Education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
   • The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
   • All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, and must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
   • Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
   • Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAFB

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAFB

XECO 212 ................................................................................3 credits

Principles of Economics

This course introduces the fundamental theories of microeconomics and macroeconomics. The economic principles studied in this course apply to everyday life as students research an industry, debate issues with trade agreements, discuss the effects of a shift in labor supply and demand, and discuss the strengths and weaknesses of the Consumer Price Index calculation. In particular, students research an industry affected by the economy and perform an economic analysis of the chosen industry.

XBIS 219................................................................................3 credits

Business Information Systems

This course provides an overview of Business Information Systems. This includes a broad foundation for both technical and non-technical business professionals. Special emphasis is placed on how information is used by different types of businesses across different industries.

XMGT 216 .............................................................................3 credits

Organizational Ethics and Social Responsibility

This course provides a foundational perspective for socially responsible management practices in business. Special emphasis is placed on the inter-related nature of ethics, moral, legal, and social issues in managing individuals, groups, and the organization within a business environment.

XACC 280 .............................................................................3 credits

Financial Accounting Concepts and Principles

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on the enterprise. Financial information is examined from the perspective of effective management decision making with special emphasis on the planning and controlling responsibilities of practicing managers.

XCOM 285 .............................................................................3 credits

Essentials of Managerial Communication

This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication with an eye toward applications in an office or virtual office setting. Students will develop skills in various forms of written communication, including memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.

COM 150 .............................................................................3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 .............................................................................3 credits

Research Writing

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.
Critical Thinking

Cultural Diversity

Introduction to Life Science with Lab

Introductory Chemistry

Introduction to College Algebra

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 220 ................................................................................... 3 credits

College Algebra

This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

BIO 100 ..................................................................................... 4 credits

Introduction to Life Science with Lab

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 .................................................................................. 3 credits

Introductory Chemistry

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 135 ..................................................................................... 3 credits

The American Experience Since 1945

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

ETH 125 ................................................................................... 3 credits

Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ................................................................................... 3 credits

Critical Thinking

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ................................................................................... 3 credits

Skills for Learning in an Information Age

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Accounting Fundamentals

The following Associate of Arts/Concentration in Accounting Fundamentals (AAACCT) program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts with a concentration in Accounting Fundamentals focuses on the role of accounting in business strategy, financial statements, cost information, economics, management, and ethical issues. Students will encounter real-world scenarios where they will use accounting information resources and systems, and present conclusions based on accounting and business data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks.

NOTE: Students may earn a certificate in Bookkeeping Fundamentals en-route to completing this associates degree. Students wishing to earn the certificate en-route must be admitted to the corresponding AAACCTC (“Certificate Track”). Students may apply for certificate conferral upon successful completion of the required concentration or emphasis courses.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Concentration in Accounting Fundamentals - A Track and B Track

BIS 220 ~ ................................................................................... 3 credits

Introduction to Computer Applications and Systems

BCOM 230 ~ ............................................................................ 3 credits

Business Communication for Accountants

QNT 275 ~ .................................................................................. 3 credits

Statistics for Decision Making

MGT 230 ~ .................................................................................. 3 credits

Management Theory and Practice

ACC 290 ~ .................................................................................. 3 credits

Principles of Accounting I
ACC 291 ~ ................................................................. 3 credits
Principles of Accounting II
The University reserves the right to modify the required course of study.

General Information for the AAACCT

- First time attendees with the University will be conditionally
  admitted to this program according to the Risk Free Period
  policy.
- Applicants must complete a Pathway Assessment before
  enrolling into their first credit-bearing course.
- Students will be placed in the Accelerated Track (A Track) and
  required to successfully complete GEN 201 as the first course in
  their program, if they meet the condition below:
  - Scored 70% or higher on the Pathway Assessment
- Students will be placed in the Standard (B Track) and required to
  complete GEN 127 as the first course in their program, if they
  meet the condition below:
  - Score below 70% on the Pathway Assessment
- Any student planning to complete both an associate of arts
degree and a baccalaureate degree must complete all 60 required
  credits of the associates degree and meet admission
  requirements for their chosen degree before enrolling in any
  University baccalaureate degree programs, courses, or
  University electives.

Additional Admission Requirements for AAACCT

- Applicants must be at least 16 years of age at the time of
  application.
- High school graduation from an institution that holds state
  approval to confer high school diplomas or are accredited or a
  candidate for accreditation at the time the student attended by
  an acceptable accrediting body, GED certificate or CHSPE
  (California High School Proficiency Examination) certificate.
- Students residing in Tennessee who are attending classes via
  the Online modality and students attending a local campus
  in Tennessee, including from any cross-border locations
  must provide the university with an official High School
  transcript or official GED score (if applicable). A college
  transcript which documents high school date of completion
  or a copy of a DD-214 showing high school graduation or
  equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAACCT

Communication Arts 6 credits
A Track must include: COMM 215, equivalent, or higher
B Track must include: ENG 147
Oregon campus students must use writing courses to complete the 6
credits of Communication Arts. This does not include Oregon students
attending the Online Campus
Mathematics 6 credits
Must include MTH 209, equivalent, or higher
Science and Technology 6 credits
Must include: 3 credits in the physical or biological sciences
Humanities 6 credits
B Track must include: HUM 115
Social Science 6 credits
Nevada students must complete three (3) credits in Nevada Constitution
Additional Liberal Arts 3 credits

A Track must include: GEN 201
B Track must include: GEN 127
Interdisciplinary Requirement 9 credits
Any credit that is not being applied to the primary major as a waiver may
be applied to the lower division electives/Interdisciplinary requirement.
Physical Education activity credits are limited to four (4) credits.
Students who lack .67 or fewer general education credits may use
interdisciplinary or elective credits to waive the balance. Students
must use interdisciplinary or elective credits to waive the general
education balance in order to complete the minimum general
education credits required for their program.

For a description of the preceding general education areas, see the
Undergraduate Programs section within this catalog.

Degree Requirements for the AAACCT

- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not
  appear on the diploma. The diploma awarded for this program
  will read as: Associate of Arts.

Academic Progression Requirements for the AAACCT

- Standard Track (B Track) students must satisfy all three (3)
courses from the Standard Track prior to enrolling in any other
course: GEN 127, ENG 147, and HUM 115
- With the exception of ENG 147, GEN 127, GEN 200, and HUM
  115, course requirements may be satisfied by any of the
  following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher
    grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
  - The course used to satisfy an Academic Assessment Track
    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 Standard Track (B Track).
  - Accelerated Track (A Track) students may not enroll in GEN 127,
    ENG 147, or HUM 115 to satisfy programmatic prerequisites,
    general education or elective requirements.
  - Continuously enrolled students will not be required to enroll in
    the Standard Track (B Track) courses upon the program/
    program version change.
  - Students who previously completed GEN 101, GEN 195, GEN
    200, or GEN 300 and choose to transition to the Standard Track
    (B Track) are not required to take GEN 127.
  - Students may not complete any of the Standard Track (B Track)
courses via Directed Study.
  - All undergraduate students must satisfy math and English
    prerequisites prior to enrolling in any course that requires math
    or English as a prerequisite.

Additional Residency Requirements and Course Waivers for
the AAACCT

- Students in this program may waive a maximum of 6 credits
  from their required course of study.
Course Descriptions for the AAACCT

BIS 220 ................................................................. 3 credits
Introduction to Computer Applications and Systems
This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include use of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

BCOM 230 ............................................................. 3 credits
Business Communication for Accountants
This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

QNT 275 ................................................................. 3 credits
Statistics for Decision Making
This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display quantitative and qualitative business data, interpret numerical business data using measures of central tendency and dispersion, apply fundamental concepts probability theory for inferential decision making for business, and perform a linear regression for trend analysis.

MGT 230 ................................................................. 3 credits
Management Theory and Practice
This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

ACC 290 ................................................................. 3 credits
Principles of Accounting I
This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

ACC 291 ................................................................. 3 credits
Principles of Accounting II
This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

COMM 215 ............................................................. 3 credits
Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

ENG 147 ................................................................. 3 credits
University Writing Essentials
is is a course in developing foundational skills necessary for effective and appropriate academic writing. This course reviews the fundamentals of grammar, writing mechanics, style, and proper documentation of sources.

MTH 209 ................................................................. 3 credits
College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

HUM 115 ................................................................. 3 credits
Interdisciplinary Critical Thinking
This critical thinking skills course focusing on developing the necessary tools and skills to analyze problems, make decisions, formulate well-supported points of view on key academic, social, and professional issues.

GEN 201 ................................................................. 3 credits
Foundations for University Success
This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.

GEN 127 ................................................................. 3 credits
University Studies for Success
This is an academic course focusing on the essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at University of Phoenix. The course develops and applies academic standards, practical knowledge, and study skills immediately relevant to first-year university students.

The following Associate of Arts/Concentration in Accounting Fundamentals (Certificate Track) (AAACCTC) program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.
The Associate of Arts with a concentration in Accounting Fundamentals focuses on the role of accounting in business strategy, financial statements, cost information, economics, management, and ethical issues. Students will encounter real-world scenarios where they will use accounting information resources and systems, and present conclusions based on accounting and business data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks. Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Concentration in Accounting Fundamentals - A Track and B Track**

**BIS 220 ~** .......................................................... 3 credits
Introduction to Computer Applications and Systems

**BCOM 230 ~** .......................................................... 3 credits
Business Communication for Accountants

**QNT 275 ~** .......................................................... 3 credits
Statistics for Decision Making

**MGT 230 ~** .......................................................... 3 credits
Management Theory and Practice

**ACC 290 ~** .......................................................... 3 credits
Principles of Accounting I

**ACC 291 ~** .......................................................... 3 credits
Principles of Accounting II

The University reserves the right to modify the required course of study.

**General Information for the AAACCTC**

- First time attendees with the University will be conditionally admitted to this program according to the Risk Free Period policy.
- The Certificate Track associates programs are designed to be an option for students to earn a certificate en-route to earning the associates degree.
- Students who completed a certificate in its entirety and who later choose to enroll in an associates program with a concentration in the same area of focus as the completed certificate will be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the associates program.
- Applicants must complete a Pathway Assessment before enrolling into their first credit-bearing course.
- Students will be placed in the Accelerated Track (A Track) and required to successfully complete GEN 201 as the first course in their program, if they meet the condition below:
  - Scored 70% or higher on the Pathway Assessment
- Students will be placed in the Standard (B Track) and required to complete GEN 127 as the first course in their program, if they meet the condition below:
  - Score below 70% on the Pathway Assessment
- Any student planning to complete both an associate of arts degree and a baccalaureate degree must complete all 60 required credits of the associates degree and meet admission requirements for their chosen degree before enrolling in any University baccalaureate degree programs, courses, or University electives.

**Additional Admission Requirements for AAACCTC**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants in the Accounting Fundamentals concentration or emphasis must demonstrate basic skills proficiency in mathematics.

**Degree Requirements for the AAACCTC**

- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.
• Students may earn a certificate in the same area of focus as the concentration or emphasis en route to completing the associates degree. Students may apply for certificate conferral upon successful completion of both the concentration or emphasis courses and the certificate programmatic requirements outlined in the certificate program policy.
• Concentrations or emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

General Education Requirements for the AAACCTC
Communication Arts 6 credits
A Track must include: COMM 215, equivalent, or higher
B Track must include: ENG 147
Oregon campus students must use writing courses to complete the 6 credits of Communication Arts. This does not include Oregon students attending the Online Campus

Mathematics 6 credits
Must include MTH 209, equivalent, or higher

Science and Technology 6 credits
Must include: 3 credits in the physical or biological sciences

Humanities 6 credits
B Track must include: HUM 115

Social Science 6 credits
Nevada students must complete three (3) credits in Nevada Constitution
Additional Liberal Arts 3 credits
A Track must include: GEN 201
B Track must include: GEN 127

Interdisciplinary Requirement 9 credits
Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.
Physical Education activity credits are limited to four (4) credits.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the AAACCTC
• Standard Track (B Track) students must satisfy all three (3) courses from the Standard Track prior to enrolling in any other course: GEN 127, ENG 147 and HUM 115
• Students are encouraged to complete the concentration or emphasis courses prior to enrolling in any other general education or interdisciplinary courses.
• With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.

• Concurrent enrollment is prohibited during any of the courses in the Standard Track (B Track).
• Accelerated Track (A Track) students may not enroll in GEN 127, ENG 147, or HUM 115 to satisfy programmatic prerequisites, general education or elective requirements.
• Continuously enrolled students will not be required to enroll in the Standard Track (B Track) courses upon the program/program version change.
• Students who previously completed GEN 101, GEN 195, GEN 200, or GEN 300 and choose to transition to the Standard Track (B Track) are not required to take GEN 127.
• Students may not complete any of the Standard Track (B Track) courses via Directed Study.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the AAACCTC
Students in this program may waive a maximum of 6 credits from their required course of study.

Course Descriptions for the AAACCTC

BIS 220 ....................................................................................... 3 credits
Introduction to Computer Applications and Systems
This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include: uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

BIS 230 ....................................................................................... 3 credits
Business Communication for Accountants
This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include: communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

QNT 275 ....................................................................................... 3 credits
Statistics for Decision Making
This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. After completion of this course, students will be able to explain how to obtain a sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display qualitative and quantitative business data, interpret numerical business data using measures of central tendency and dispersion, apply fundamental concepts probability theory for inferential decision making for business, and perform a linear regression for trend analysis.

MGT 230 ....................................................................................... 3 credits
Management Theory and Practice
This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include: increasing competitive forces, expectations for successful
performance of employees and organizations, and achieving
desired business goals.

ACC 290 .................................................................3 credits

Principles of Accounting I
This course covers the fundamentals of financial accounting as
well as the identification, measurement, and reporting of the finan-
cial effects of economic events on an enterprise. Students will learn
to examine financial information from the perspective of manage-
ment. Other topics include decision-making, planning, and con-
trolling from the perspective of a practicing manager.
ACC 291 .................................................................3 credits

Principles of Accounting II
This course introduces accounting concepts in a business environ-
ment. 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, pay-
roll accounting, and other significant liabilities.

COMM 215 ..............................................................3 credits

Essentials of College Writing
This course is in developing foundational skills necessary for effec-
tive and appropriate academic writing. This course reviews the
fundamentals of grammar, writing mechanics, style, and proper
documentation of sources.

ENG 147 .................................................................3 credits

University Studies for Success
This is an academic course focusing on the essential information,
skills, tools, and techniques necessary for academic success and
personal effectiveness at University of Phoenix. The course devel-
ops and applies academic standards, practical knowledge, and
study skills immediately relevant to first-year university students.

University Studies for Success
This course transitions students through the foundations of study
at University of Phoenix. Students develop personal strategies for
achieving educational goals; and develop skills in critical thinking,
collaboration, and communication.

GEN 127 .................................................................3 credits

GEN 201 .................................................................3 credits

HUM 115 .................................................................3 credits

Interdisciplinary Critical Thinking
This critical thinking skills course focusing on developing the nec-
essary tools and skills to analyze problems, make decisions, formu-
late well-supported points of view on key academic, social, and
professional issues.

HUM 115 .................................................................3 credits

Interdisciplinary Critical Thinking
This course covers the fundamentals of financial accounting as
well as the identification, measurement, and reporting of the finan-
cial effects of economic events on an enterprise. Students will learn
to examine financial information from the perspective of manage-
ment. Other topics include decision-making, planning, and con-
trolling from the perspective of a practicing manager.

The following Associate of Arts/Concentration in Retail Management
(AARETM) program may be offered at these University of Phoenix
campus locations as of September 30th, 2013: Online, depending on state
of residence. The availability of programs and concentrations depend on
student demand and other factors. Not all programs may be available to
all residents of all states. Students may want to consider completing
certain courses in the Online classroom at Online rates if the program is
available via the Online modality in their state. Please contact your
enrollment advisor for more information.

The Retail Management concentration focuses on the retail man-
agement environment. The concentration emphasizes skill develop-
ment in customer service management, sales and marketing,
supply management, retail operations, merchandising, and person-
nel management unique to the retail industry. Upon completion of
this concentration, students will possess the knowledge and skills
necessary to be leaders in the retail industry.
NOTE: Students may earn a certificate in Retail Management en-
route to completing this associates degree. Students wishing to
earn the certificate en-route must be admitted to the corresponding
AARETM (“Certificate Track”). Students may apply for certificate
conferral upon successful completion of the required concentration
or emphasis courses.

Courses requiring prerequisites are identified by a ~ symbol fol-
lowing the course number.

Concentration in Retail Management - A Track and B Track

BRM 226 ~ .................................................................3 credits

BRM 236 ~ .................................................................3 credits

BRM 246 ~ .................................................................3 credits

BRM 256 ~ .................................................................3 credits

BRM 266 ~ .................................................................3 credits

General Information for the AARETM

• First time attendees with the University will be conditionally
admitted to this program according to the Risk Free Period
policy.
• Applicants must complete a Pathway Assessment before
enrolling into their first credit-bearing course.
• Students will be placed in the Accelerated Track (A Track) and required to successfully complete GEN 201 as the first course in their program, if they meet the condition below:
  • Scored 70% or higher on the Pathway Assessment
• Students will be placed in the Standard (B Track) and required to complete GEN 127 as the first course in their program, if they meet the condition below:
  • Score below 70% on the Pathway Assessment
• Any student planning to complete both an associate of arts degree and a baccalaureate degree must complete all 60 required credits of the associates degree and meet admission requirements for their chosen degree before enrolling in any University baccalaureate degree programs, courses, or University electives.

**Additional Admission Requirements for the AARETM**
• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

**General Education Requirements for the AARETM**

**Communication Arts 6 credits**
- A Track must include: COMM 215, equivalent, or higher
- B Track must include: ENG 147

**Mathematics 6 credits**
- Must include MTH 209, equivalent, or higher

**Science and Technology 6 credits**
- Must include: 3 credits in the physical or biological sciences

**Humanities 6 credits**
- B Track must include: HUM 115

**Social Science 6 credits**
- Nevada students must complete three (3) credits in Nevada Constitution
- Additional Liberal Arts 3 credits
- A Track must include: GEN 201
- B Track must include: GEN 127

**Interdisciplinary Requirement 9 credits**
- Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.
- Physical Education activity credits are limited to four (4) credits.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

**Degree Requirements for the AARETM**
- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  - Associate of Arts

**Academic Progression Requirements for the AARETM**
- Standard Track (B Track) students must satisfy all three (3) courses from the Standard Track prior to enrolling in any other course: GEN 127, ENG 147, and HUM 115
- With the exception of ENG 147, GEN 127, GEN 200, and HUM 115, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy an Academic Assessment Track 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 Standard Track (B Track).
- Accelerated Track (A Track) students may not enroll in GEN 127, ENG 147, or HUM 115 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students will not be required to enroll in the Standard Track (B Track) courses upon the program/program version change.
- Students who previously completed GEN 101, GEN 195, GEN 200, or GEN 300 and choose to transition to the Standard Track (B Track) are not required to take GEN 127.
- Students may not complete any of the Standard Track (B Track) courses via Directed Study.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

**Additional Residency Requirements and Course Waivers for the AARETM**
- Students in this program may waive a maximum of 6 credits from their required course of study.

**Course Descriptions for the AARETM**
- COM 295 ................................................................................. 3 credits

**Business Communications**
This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.
BRM 226 ................................................................. 3 credits
Customer Service Management
This course presents strategies for effective customer service to increase satisfaction and retention within the retail environment. Students will be prepared to build customer rapport, analyze risks associated with customer service, and develop skills and strategies to resolve customer conflict. Additional focus will be placed on managing customer interactions to enhance competitive advantage within the retail sector.

BRM 236 ................................................................. 3 credits
Sales, Tools, and Strategies
This course is an examination of basic principles involved in the sales process, the relationship between sales and business objectives, and managing the sales force and customer relationships. Emphasis is placed on sales planning, developing specific goals to meet the business objectives, and adapting to changes in the market.

BRM 246 ................................................................. 3 credits
Retail Marketing: Merchandising
This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail merchandising tactics. Students will be prepared to execute the elements of the marketing mix and merchandising strategies to be successful in a retail setting.

BRM 256 ................................................................. 3 credits
Retail Personnel Management
This course focuses on the personnel management aspects of retail management. Students will be prepared to utilize recruiting and staffing, motivating, training, and ethics concepts to effectively lead retail personnel.

BRM 266 ................................................................. 3 credits
Retail Operations: Supply Management
This course is an examination of the retail operations function of retail management including value chain logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.

COMM 215 ............................................................ 3 credits
Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

ENG 147 ................................................................. 3 credits
University Writing Essentials
This is a course in developing foundational skills necessary for effective and appropriate academic writing. This course reviews the fundamentals of grammar, writing mechanics, style, and proper documentation of sources.

MTH 209 ................................................................. 3 credits
College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

HUM 115 ................................................................. 3 credits
Interdisciplinary Critical Thinking
This critical thinking skills course focusing on developing the necessary tools and skills to analyze problems, make decisions, formulate well-supported points of view on key academic, social, and professional issues.

GEN 201 ................................................................. 3 credits
Foundations for University Success
This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.

GEN 127 ................................................................. 3 credits
University Studies for Success
This is an academic course focusing on the essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at University of Phoenix. The course develops and applies academic standards, practical knowledge, and study skills immediately relevant to first-year university students.

Associate of Arts/Concentration in Retail Management (Certificate Track)

The following Associate of Arts/Concentration in Retail Management (Certificate Track) (AARETMC) program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Retail Management concentration focuses on the retail management environment. The concentration emphasizes skill development in customer service management, sales and marketing, supply management, retail operations, merchandising, and personnel management unique to the retail industry. Upon completion of this concentration, students will possess the knowledge and skills necessary to be leaders in the retail industry.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Concentration in Retail Management - A Track and B Track

COM 295 ~ ............................................................ 3 credits
Business Communications

BRM 226 ~ ............................................................ 3 credits
Customer Service Management

BRM 236 ~ ............................................................ 3 credits
Sales, Tools, and Strategies

BRM 246 ~ ............................................................ 3 credits
Retail Operations: Supply Management

This course is an examination of the retail operations function of retail management including value chain logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.
Retail Marketing: Merchandising
BRM 256 ~ .......................................................... 3 credits
Retail Personnel Management
BRM 266 ~ .......................................................... 3 credits
Retail Operations: Supply Management

The University reserves the right to modify the required course of study.

General Information for the AARETMC
• First time attendees with the University will be conditionally admitted to this program according to the Risk Free Period policy.
• The Certificate Track associates programs are designed to be an option for students to earn a certificate en-route to earning the associates degree.
• Students who completed a certificate in its entirety and who later choose to enroll in an associates program with a concentration in the same area of focus as the completed certificate will be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the associates program.
• Applicants must complete a Pathway Assessment before enrolling into their first credit-bearing course.
• Students will be placed in the Accelerated Track (A Track) and required to successfully complete GEN 201 as the first course in their program, if they meet the condition below:
  • Scored 70% or higher on the Pathway Assessment
• Students will be placed in the Standard (B Track) and required to complete GEN 127 as the first course in their program, if they meet the condition below:
  • Score below 70% on the Pathway Assessment
• Any student planning to complete both an associate of arts degree and a baccalaureate degree must complete all 60 required credits of the associates degree and meet admission requirements for their chosen degree before enrolling in any University baccalaureate degree programs, courses, or University electives.

Additional Admission Requirements for AARETMC
• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Degree Requirements for the AARETMC
• Completion of a minimum of 60 credits.
• A minimum grade point average (GPA) of 2.0.

Students may earn a certificate in the same area of focus as the concentration or emphasis en route to completing the associates degree. Students may apply for certificate conferral upon successful completion of both the concentration or emphasis courses and the certificate programmatic requirements outlined in the certificate program policy.
• Concentrations or emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Associate of Arts

General Education Requirements for the AARETMC
Communication Arts 6 credits
A Track must include: COMM 215, equivalent, or higher
B Track must include: ENG 147
Oregon campus students must use writing courses to complete the 6 credits of Communication Arts. This does not include Oregon students attending the Online Campus
Mathematics 6 credits
Must include MTH 209, equivalent, or higher
Science and Technology 6 credits
Must include: 3 credits in the physical or biological sciences
Humanities 6 credits
B Track must include: HUM 115
Social Science 6 credits
Nevada students must complete three (3) credits in Nevada Constitution
Additional Liberal Arts 3 credits
A Track must include: GEN 201
B Track must include: GEN 127
Interdisciplinary Requirement 9 credits
Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.
Physical Education activity credits are limited to four (4) credits. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the AARETMC
• Standard Track (B Track) students must satisfy all three (3) courses from the Standard Track prior to enrolling in any other course: GEN 127, ENG 147 and HUM 115
• Students are encouraged to complete the concentration or emphasis courses prior to enrolling in any other general education or interdisciplinary courses.
• With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.
• Concurrent enrollment is prohibited during any of the courses in the Standard Track (B Track).
• Accelerated Track (A Track) students may not enroll in GEN 127, ENG 147, or HUM 115 to satisfy programmatic prerequisites, general education or elective requirements.
• Continuously enrolled students will not be required to enroll in the Standard Track (B Track) courses upon the program/program version change.
• Students who previously completed GEN 101, GEN 195, GEN 200, or GEN 300 and choose to transition to the Standard Track (B Track) are not required to take GEN 127.
• Students may not complete any of the Standard Track (B Track) courses via Directed Study.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the AARETMC

Students in this program may waive a maximum of 6 credits from their required course of study.

Course Descriptions for the AARETMC

COM 295 ............................................................3 credits

Business Communications
This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.

BRM 226 .............................................................3 credits

Customer Service Management
This course presents strategies for effective customer service to increase satisfaction and retention within the retail environment. Students will be prepared to build customer rapport, analyze risks associated with customer service, and develop skills and strategies to resolve customer conflict. Additional focus will be placed on managing customer interactions to enhance competitive advantage within the retail sector.

BRM 236 .............................................................3 credits

Sales, Tools, and Strategies
This course is an examination of basic principles involved in the sales process, the relationship between sales and business objectives, and managing the sales force and customer relationships. Emphasis is placed on sales planning, developing specific goals to meet the business objectives, and adapting to changes in the market.

BRM 246 .............................................................3 credits

Retail Marketing: Merchandising
This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail merchandising tactics. Students will be prepared to execute the elements of the marketing mix and merchandising strategies to be successful in a retail setting.

BRM 256 .............................................................3 credits

Retail Personnel Management
This course focuses on the personnel management aspects of retail management. Students will be prepared to utilize recruiting and staffing, motivating, training, and ethics concepts to effectively lead retail personnel.

BRM 266 ...........................................................3 credits

Retail Operations: Supply Management
This course is an examination of the retail operations function of retail management including value chain logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.

COMM 215 .........................................................3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

ENG 147 ...........................................................3 credits

University Writing Essentials
This course covers the essential writing skills necessary for effective and appropriate academic writing. This course reviews the fundamentals of grammar, writing mechanics, style, and proper documentation of sources.

MTH 209 ...........................................................3 credits

College Mathematics II
This course continues the demonstration and examination of various algebraic concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

HUM 115 ...........................................................3 credits

Interdisciplinary Critical Thinking
This critical thinking skills course focusing on developing the necessary tools and skills to analyze problems, make decisions, formulate well-supported points of view on key academic, social, and professional issues.

GEN 201 ...........................................................3 credits

Foundations for University Success
This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.

GEN 127 ...........................................................3 credits

University Studies for Success
This is an academic course focusing on the essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at University of Phoenix. The course devel-
ops and applies academic standards, practical knowledge, and study skills immediately relevant to first-year university students. 

**Associate of Arts/Concentration in Business Fundamentals**

The following Associate of Arts/Concentration in Business Fundamentals (AABFN) program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts with a concentration in Business Fundamentals focuses on a variety of business essentials including management theory and practice, information systems, financial accounting, critical thinking and effective managerial communications. Students will explore business principles and learn to apply problem solving strategies to real-life scenarios. In addition, students will also discuss the effects of culture and ethics in current global and domestic business environments.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Concentration in Business Fundamentals - A Track and B Track**

**A Track**

- BUS 211 ~ Foundations of Business 3 credits
- COM 295 ~ Business Communications 3 credits
- QNT 275 ~ Statistics for Decision Making 3 credits
- BIS 220 ~ Introduction to Computer Applications and Systems 3 credits
- ACC 290 ~ Principles of Accounting I 3 credits
- ACC 291 ~ Principles of Accounting II 3 credits

**B Track**

- BUS 211 ~ Foundations of Business 3 credits
- COM 295 ~ Business Communications 3 credits
- QNT 275 ~ Statistics for Decision Making 3 credits
- BIS 220 ~ Introduction to Computer Applications and Systems 3 credits
- ACC 290 ~ Principles of Accounting I 3 credits
- ACC 291 ~ Principles of Accounting II 3 credits

The University reserves the right to modify the required course of study.

**General Information for the AABFN**

- Any student planning to complete both an associate of arts degree and a baccalaureate degree must complete all 60 required credits of the associates degree and meet admission requirements for their chosen degree before enrolling in any University baccalaureate degree programs, courses, or University electives.

**Additional Admission Requirements for the AABFN**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

**General Education Requirements for the AABFN**

- Communication Arts 6 credits
  - A Track must include: COMM 215, equivalent, or higher
  - B Track must include: ENG 147
- Oregon campus students must use writing courses to complete the 6 credits of Communication Arts. This does not include Oregon students attending the Online Campus
- Mathematics 6 credits
  - Must include MTH 209, equivalent, or higher
- Science and Technology 6 credits
  - Must include: 3 credits in the physical or biological sciences
- Humanities 6 credits
  - B Track must include: HUM 115
- Social Science 6 credits
  - Nevada students must complete three (3) credits in Nevada Constitution Additional Liberal Arts 3 credits
  - A Track must include: GEN 201
  - B Track must include: GEN 127
- Interdisciplinary Requirement 9 credits
  - Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.
  - Physical Education activity credits are limited to four (4) credits.
  - Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
  - For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

**Degree Requirements for the AABFN**

- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Associate of Arts

**Academic Progression Requirements for the AABFN**

- Standard Track (B Track) students must satisfy all three (3) courses from the Standard Track prior to enrolling in any other course: GEN 127, ENG 147, and HUM 115
- With the exception of ENG 147, GEN 127, GEN 200, and HUM 115, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy an Academic Assessment Track 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 Standard Track (B Track).
- Accelerated Track (A Track) students may not enroll in GEN 127, ENG 147, or HUM 115 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students will not be required to enroll in the Standard Track (B Track) courses upon the program/program version change.
- Students who previously completed GEN 101, GEN 195, GEN 200, or GEN 300 and choose to transition to the Standard Track (B Track) are not required to take GEN 127.
- Students may not complete any of the Standard Track (B Track) courses via Directed Study.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

**Additional Residency Requirements and Course Waivers for the AABFN**

- Students in this program may waive a maximum of 6 credits from their required course of study.

Course Descriptions for the AABFN

**BUS 211** .......................................................... 3 credits
*Foundations of Business*

In this course students will explore the foundation of business by reviewing topics regarding the structure and culture of the modern business environment. Additional topics include the evolution of business, the role of business ethics, communication, technology, operations, leadership, and human resources. Upon completion, students are better prepared to make informed decisions regarding their educational and professional goals.

COM 295 .......................................................... 3 credits
*Business Communications*

This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.

QNT 275 .......................................................... 3 credits
*Statistics for Decision Making*

This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display qualitative and quantitative business data, interpret numerical business data using measures of central tendency and dispersion, apply fundamental concepts probability theory for inferential decision making for business, and perform a linear regression for trend analysis.

BIS 220 .......................................................... 3 credits
*Introduction to Computer Applications and Systems*

This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

ACC 290 .......................................................... 3 credits
*Principles of Accounting I*

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

ACC 291 .......................................................... 3 credits
*Principles of Accounting II*

This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

COMM 215 .................................................... 3 credits
*Essentials of College Writing*

This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

ENG 147 .......................................................... 3 credits
*University Writing Essentials*

is a course in developing foundational skills necessary for effective and appropriate academic writing. This course reviews the fundamentals of grammar, writing mechanics, style, and proper documentation of sources.

MTH 209 ....................................................... 3 credits
*College Mathematics II*

This course continues the demonstration and examination of vary
ous basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

HUM 115................................................................. 3 credits

Interdisciplinary Critical Thinking
This critical thinking skills course focusing on developing the necessary tools and skills to analyze problems, make decisions, formulate well-supported points of view on key academic, social, and professional issues.

GEN 201................................................................. 3 credits

Foundations for University Success
This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.

GEN 127................................................................. 3 credits

University Studies for Success
This is an academic course focusing on the essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at University of Phoenix. The course develops and applies academic standards, practical knowledge, and study skills immediately relevant to first-year university students.

The Bachelor of Science in Business

(Idaho, Montana, North Dakota, Nebraska, Oklahoma, Wyoming, Iowa, Indiana, Kansas, South Dakota, Arizona, Oregon and Alaska)

The following Bachelor of Science in Business (BSB) program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, economics, finance, business law and ethics, management, marketing, organizational behavior, business statistical techniques, and information systems. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through an integrated topics course.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

BSB Program Category Requirements - A Track and B Track

Communications, 3 total credits
COM 295 ~ ................................................................. 3 credits

Business Information Systems, 3 total credits
BUS 220 ~ ................................................................. 3 credits

Management, 6 total credits
PHL 320 ~ ................................................................. 3 credits

Economics, 6 total credits
ECO 365 ~ ................................................................. 3 credits

Ethics and Legal Topics in Business, 3 total credits
ETH 321 ~ ................................................................. 3 credits

Finance, 3 total credits
FIN 370 ~ ................................................................. 3 credits

Marketing, 3 total credits
MKT 421 ~ ................................................................. 3 credits

Business Statistics, 3 total credits
QNT 275 ~ ................................................................. 3 credits

Business Capstone, 3 total credits
BUS 475 ~ ................................................................. 3 credits

BSB Upper Division Business/Management Electives, 18 total credits

The University reserves the right to modify the required course of study.

General Information for the BSB

- First time attendees with the University will be conditionally admitted to this program according to the Risk Free Period policy.
- Applicants who have not previously completed an associate degree at a regionally or approved nationally accredited institution must complete a Pathway Assessment before enrolling into their first credit-bearing course.
- Students will be placed in the Accelerated Track (A Track) and required to successfully complete GEN 201 as the first course in their program, if they meet any of the conditions below:
  - Scored 70% or higher on the Pathway Assessment
  - Completed an associate degree at a regionally or approved nationally accredited institution
- Students will be placed in the Standard (B Track) and required to complete GEN 127 as the first course in their program, if they meet the condition below:
Score below 70% on the Pathway Assessment

En-Route Credentials for the BSB

- Listed below are all of the possible en-route credentials:
  - CERT/BKPN
  - CERT/RETM
  - CERT/BADM
  - CERT/DMKT
  - CERT/FiNP
  - CERT/MKT
  - CERT/OPS
  - CERT/SMGT
  - CERT/SBE
  - CERT/SCM
  - CERT/PM
  - CERT/HRM
  - CERT/MGT
  - CERT/HPM
  - AABFN
  - AAACCT
  - AAACCTC
  - AARETM
  - AARETMC

To see the full description of en-route credentials, please see the Professional Programs section of the catalog.

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate.

- Students may apply for conferral of their selected credentials upon successful completion of both the courses and programmatic requirements outlined in the program policies for each credential.

- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSB

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

- Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college course which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSB

- Completion of a minimum of 120 credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Business

General Education Requirements for the BSB

A minimum of 45 of the 120 credits must be in the general education balance in order to complete the minimum general education credits required for their program.

Mathematics 6 credits

- Must include MTH 209 or higher

Science and Technology 6 credits

- Must include at least three (3) credits in the physical or biological sciences

Humanities 6 credits

- B Track must include: HUM 115

Social Science 6 credits

- Nevada students must complete three (3) credits in Nevada Constitution

Additional Liberal Arts 6 credits

- A Track must include: GEN 201
- B Track must include: GEN 127

Interdisciplinary Component 9 credits

- Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.
- Physical Education activity credits are limited to four (4) credits.

Interdisciplinary Component 9 credits

- Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.
- Physical Education activity credits are limited to four (4) credits.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the BSB

- Standard Track (B Track) students must satisfy all three (3) courses from the Standard Track prior to enrolling in any other course: GEN 127, ENG 147 and HUM 115

- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.

- Concurrent enrollment is prohibited during any of the courses in the Standard Track (B Track).

- Accelerated Track (A Track) students may not enroll in GEN 127, ENG 147, or HUM 115 to satisfy programmatic prerequisites, general education or elective requirements.

- Continuously enrolled students will not be required to complete the pathway assessment upon a program/program version change and will be placed in the Accelerated Track (A Track).

- Students who previously completed GEN 101, GEN 195, GEN 200, US 101, or GEN 300 and choose to transition to the Standard Track (B Track) are not required to take GEN 127.
• Students may not complete any of the Standard Track (B Track) courses via Directed Study.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSB
• Students in this program may waive a maximum of 15 upper division credits from their required course of study.
• Students may also waive twelve (12) lower division credits from their required course of study.
• The 18 credit Upper Division Business/Management Elective requirement may be satisfied by any of the following means:
  • Upper Division University of Phoenix Business/Management coursework.
  • Upper Division Certificate approved in the student’s state or jurisdiction.
  • Upper Division Business/Management transfer coursework that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date.
  • Upper Division Business/Management National Testing Program exams that are acceptable for transfer and were completed within the past ten (10) years from current program enrollment agreement sign date.
  • Upper Division Business/Management military credits that are acceptable for transfer and were completed within the past ten (10) years from current program enrollment agreement sign date.
  • Upper Division Business/Management Prior Learning Assessment (PLA) credits awarded to activities completed within the past ten (10) years from current program enrollment agreement sign date.
  • The following course(s) may not be waived: BUS 475

Course Descriptions for the BSB

Business Communications
This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.

BIS 220 ...................................................................................... 3 credits

Introduction to Computer Applications and Systems
This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

QNT 275 ...................................................................................... 3 credits

Statistics for Decision Making
This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display qualitative and quantitative business data, interpret numerical business data using measures of central tendency and dispersion, apply fundamental concepts probability theory for inferential decision making for business, and perform a linear regression for trend analysis.

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.

PHL 320 ...................................................................................... 3 credits

Critical Thinking and Decision Making in Business
This course addresses foundational skills in the analysis, synthesis, prescription, and application of critical thinking and decision making in business environments. Emphasis is placed on thinking critically, creatively, and ethically, and decision making outcomes.

ETH 321 ...................................................................................... 3 credits

Ethical and Legal Topics in Business
This course provides students with an overview of the legal, ethical, and related statutory and regulatory environment in which businesses, organizations, and individuals within them function. After completion of this course, students will be able to understand the general structure of the court systems in the United States, describe the alternative means of resolving disputes and their respective advantages and disadvantages, evaluate the frameworks for regulatory compliance and corporate social responsibility, examine the principle areas of commercial law, and understand the impact of technology on intellectual property rights.

ECO 365 ...................................................................................... 3 credits

Principles of Microeconomics
This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 372 ...................................................................................... 3 credits

Principles of Macroeconomics
This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

MGT 312 ...................................................................................... 3 credits

Organizational Behavior for Managers
This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a
manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.

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 analysis of the role of marketing within the organization. Other topics include analyzing consumer behavior, identifying marketing variables, creating marketing strategies, and describing challenges of international marketing issues.

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.

ENG 147 ...................................................................................3 credits

**University Writing Essentials**

This is a course in developing foundational skills necessary for effective and appropriate academic writing. This course reviews the fundamentals of grammar, writing mechanics, style, and proper documentation of sources.

MTH 209.................................................................3 credits

**College Mathematics II**

This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

HUM 115 .............................................................3 credits

**Interdisciplinary Critical Thinking**

This critical thinking skills course focusing on developing the necessary tools and skills to analyze problems, make decisions, formulate well-supported points of view on key academic, social, and professional issues.

GEN 201 ...................................................................................3 credits

**Foundations for University Success**

This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.

GEN 127 ...................................................................................3 credits

**University Studies for Success**

This is an academic course focusing on the essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at University of Phoenix. The course develops and applies academic standards, practical knowledge, and study skills immediately relevant to first-year university students.

**The Bachelor of Science in Business**

The following Bachelor of Science in Business (BSB) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, finance, business law, management, marketing, organizational behavior, research and evaluation, and technology. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through an integrated topics course.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**BSB Program Category Requirements - A Track and B Track**

<table>
<thead>
<tr>
<th>Introductionary Course, 3 total credits</th>
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<tbody>
<tr>
<td>GEN 200 (For A Track only)..................3 credits</td>
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<tr>
<td>Foundations for General Education and Professional Success</td>
</tr>
<tr>
<td>GEN 195 (For B Track only)..................3 credits</td>
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<tr>
<td>Foundations of University Studies</td>
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**Communications, 3 total credits**

<table>
<thead>
<tr>
<th>BCOM 275 ~ ..........................................................3 credits</th>
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<tbody>
<tr>
<td>Business Communications and Critical Thinking</td>
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**Business Information Systems, 3 total credits**

<table>
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<tr>
<th>BIS 220 ~ ..........................................................3 credits</th>
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<tbody>
<tr>
<td>Introduction to Computer Applications and Systems</td>
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**Management, 6 total credits**

<table>
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<tr>
<th>MGT 230 ~ ..........................................................3 credits</th>
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<tbody>
<tr>
<td>Management Theory and Practice</td>
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<tr>
<td>MGT 311 ~ ..........................................................3 credits</td>
</tr>
</tbody>
</table>
Organization Development

Accounting, 6 total credits

ACC 290 ~ ................................................................. 3 credits
Principles of Accounting I
ACC 291 ~ ................................................................. 3 credits
Principles of Accounting II
ETHICS & SOCIAL RESPONSIBILITY, 3 total credits
ETH 316 ~ ................................................................. 3 credits
Ethics and Social Responsibility

ECONOMICS, 6 total credits

ECO 372 ~ ................................................................. 3 credits
Principles of Macroeconomics
ECO 365 ~ ................................................................. 3 credits
Principles of Microeconomics
BUSINESS LAW, 3 total credits
LAW 421 ~ ................................................................. 3 credits
Contemporary Business Law

FINANCE, 3 total credits

FIN 370 ~ ................................................................. 3 credits
Finance for Business

MARKETING, 3 total credits

MKT 421 ~ ................................................................. 3 credits
Marketing

RESEARCH AND STATISTICS, 6 total credits

RES 351 ~ ................................................................. 3 credits
Business Research
QNT 351 ~ ................................................................. 3 credits
Quantitative Analysis for Business

BUSINESS CAPSTONE, 3 total credits

BUS 475 ~ ................................................................. 3 credits
Integrated Business Topics
Students must select one concentration in a particular area of study at the time of enrollment.
Students may also complete an additional concentration. Please contact your academic representative for more information.

ACCOUNTING CONCENTRATION

The Accounting Concentration promotes identification with and orientation to the accounting profession and is designed to provide knowledge skills, and abilities necessary for a career in accounting. Core competencies in technology, critical thinking, and communication are emphasized throughout the curriculum. The program also utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. Students have broad exposure to varied business disciplines, including management, organizational behavior, economics, and finance, and learn how the general manager integrates these disciplines to meet the strategic goals of the organization.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-a.

ACC 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
Classical Logic

FINANCE CONCENTRATION

The Finance Concentration emphasizes fundamental and advanced financial concepts, theories, and practices to promote well-informed financial decision making. The Finance Concentration allows students to examine the areas of finance for decision making, financial risk management, mergers, acquisitions, and corporate restructuring, investment analysis and portfolio management, and global finance. Students will integrate advanced topics in financial management through real-world business application. Financial managers need many different skills. Interpersonal skills are important because these jobs involve managing people and working as part of a team to solve problems.
Financial managers must have excellent communication skills to explain complex financial data. Since financial managers work extensively with various departments in their firm, a broad understanding of business is essential. Financial managers should be creative thinkers and problem-solvers, applying their analytical skills to business. They must be comfortable with the latest computer technology. Financial managers must have knowledge of international finance because financial operations are increasingly being affected by the global economy. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-f.

FIN 419 ~.................................................................3 credits
Finance for Decision Making
FIN 486 ~.................................................................3 credits
Strategic Financial Management

Students must choose three of the following courses:

FIN 366 ~.................................................................3 credits
Financial Institutions
FIN 375 ~.................................................................3 credits
Financial Management in the Small Business
FIN 402 ~.................................................................3 credits
Investment Fundamentals and Portfolio Management
FIN 410 ~.................................................................3 credits
Working Capital Management
FIN 415 ~.................................................................3 credits
Corporate Risk Management
FIN 420 ~.................................................................3 credits
Personal Financial Planning
FIN 444 ~.................................................................3 credits
Mergers, Acquisitions, and Corporate Restructuring
FIN 467 ~.................................................................3 credits
Real Estate Investment

Global Management Concentration

The Global Business concentration emphasizes fundamental principles and practices of conducting global business activities. Components include: international marketing, international trade and investment, global finance, global human resource management, and global value-chain management. Students will integrate advanced topics in global business through real-life applications. The program promotes the development of a "global mindset" and reflects the dynamic nature of global business realities. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-gm.

GBM 380 ~.................................................................3 credits
Global Business
GBM 381 ~.................................................................3 credits
International Trade
HRM 350 ~.................................................................3 credits
International Human Resource Management
ISCOM 383 ~.............................................................3 credits
Global Value Chain Management
GBM 489 ~.................................................................3 credits
Strategic Topics in Global Business Management

Sustainable Enterprise Management Concentration

The Sustainable Enterprise Management Concentration will prepare students for management careers based on sustainable business practices. The program emphasizes the development of skills in operating standards, enterprise planning, social responsibility, and sustainable management techniques. Upon completion of this program students will possess the knowledge and skills needed to manage business enterprises for a sustainable future. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-sm.

MGT 360 ~.................................................................3 credits
Green and Sustainable Enterprise Management
MGT 470 ~.................................................................3 credits
Sustainable Enterprise Planning

Students must choose three of the following courses:

BUS 327 ~.................................................................3 credits
The Sustainable Organization
BUS 372 ~.................................................................3 credits
Business Sustainability Standards
ECO 370 ~.................................................................3 credits
Environmental Economics
MGT 380 ~.................................................................3 credits
Organizational Change Management
MGT 403 ~.................................................................3 credits
Environmental Management Systems
MKT 411 ~.................................................................3 credits
Green Marketing
MKT 441 ~.................................................................3 credits
Business Models in Early-stage Enterprises
MKT 442 ~.................................................................3 credits
Market Discovery and Validation in Early-stage Enterprises
BUS 443 ~.................................................................3 credits
Implementing Entrepreneurship in Early-stage Enterprises

Human Resource Management Concentration

The Human Resource Management Concentration helps students develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The concentration addresses the legal and ethical components of the decision making process involved in the human resources environment. The Human Resource Management Concentration introduces students to the basic concepts of human resource management, and allows further study in the areas of employment law, risk management, recruitment and selection of employees, international HR, change management, compensation and benefits, employee development, and performance management. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas. For more information about our graduation rates, the median debt of students who completed the program, and other important
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-hrm.

MKT 435 ~ ................................................................. 3 credits
Consumer Behavior
MKT 498 ~ ................................................................. 3 credits
Integrated Marketing Strategies

Students must choose three of the following courses:

- Fundamentals of Human Resource Management
- Consumer Behavior
- Marketing Research

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
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 evaluation, labor relations, and public finance. Students will develop powerful leadership skills enabling them to successfully manage complex public programs.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-ps.

BPA 303 ~ .................................................................3 credits
Public Programs: Implementation and Evaluation in a Dynamic Environment
BPA 406 ~ .................................................................3 credits
The Public Leader: Integration and Application

Students must choose three of the following courses:

BPA 301 ~ .................................................................3 credits
Foundations of Public Administration
HRM 330 ~ .................................................................3 credits
Human Resources and Labor Relations in Public Service
FIN 380 ~ .................................................................3 credits
Financial Management of Non-Profit Organizations
ACC 460 ~ .................................................................3 credits
Government and Non-Profit Accounting
MKT 438 ~ .................................................................3 credits
Public Relations

Small Business Management & Entrepreneurship Concentration

The Small Business Management concentration provides students with a course framework built around small business planning, financial management, and integrated business topics on entrepreneurship and small business management. Within the concentration, students can elect to study advanced concepts in small business marketing, leadership, family business management, operations management, and business law for entrepreneurs. They may also elect to explore in more depth either small business management or entrepreneurship studies as a function of their concentration electives. Students graduating with the Small Business Management concentration will be prepared to address the challenges and opportunities specific to small business management and entrepreneurship.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-sbe.

MGT 401 ~ .................................................................3 credits
The Small Business: Structure, Planning and Funding
MGT 418 ~ .................................................................3 credits
Evaluating New Business Opportunities
FIN 375 ~ .................................................................3 credits
Financial Management in the Small Business
MKT 431 ~ .................................................................3 credits
Small Business Marketing

Small Business and Entrepreneurial Planning

Service Sector Concentration

The Service Sector concentration focuses the student on the service environment. The program emphasizes skill development in strategic management, marketing, supply management, product and brand management, service operations, merchandising, and personnel management unique to the service industry, which includes retail, hospitality, lodging, restaurant, and gaming management. Upon completion of this program students will possess the knowledge and skills necessary to be leaders in the service industry.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-svc.

OL 365 ~ .................................................................3 credits
Knowledge Management and Intellectual Capital
OL 466 ~ .................................................................3 credits
Organizational Innovation Integrated Project

Students must choose three of the following courses:

BRM 353 ~ .................................................................3 credits
Product and Brand Management
MGT 356 ~ .................................................................3 credits
Retail Personnel Management
HM 322 ~ .................................................................3 credits
Gaming Management
HM 370 ~ .................................................................3 credits
Hospitality Management
HM 486 ~ .................................................................3 credits
Trends and Emerging Issues in Hospitality
ISCOM 354 ~ ..........................................................3 credits
Retail Operations: Supply Management
MGT 371 ~ .................................................................3 credits
Lodging Management
MGT 372 ~ .................................................................3 credits
Food and Beverage Management
MGT 373 ~ .................................................................3 credits
Events and Recreation Management

The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.

Additional Admission Requirements BSB

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
• Applicants must be currently employed or have access to a work environment.

**Degree Requirements for the BSB**

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum program grade point average (GPA) of 2.0.
  - Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
    Bachelor of Science in Business

**General Education Requirements for the BSB**

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

- Communication Arts Requirement(s) 6 credits
  - **A Track** must include: COMM 215, equivalent or higher
  - **B Track** must include: COM 170 and COM 172

- Mathematics Requirement(s) 6 credits
  - Must include MTH 209 or higher

- Science & Technology Requirement(s) 6 credits
  - **B Track** must include: SCI 163
  - Must include at least three (3) credits in the physical or biological sciences

- Humanities Requirement(s) 6 credits
  - **B Track** must include: HUM 114

- Social Science Requirement(s) 6 credits
  - **B Track** must include: PSY 211

- Additional Liberal Arts Requirement(s) 6 credits
  - **B Track** must include: FP 120

- Interdisciplinary Requirement(s) 18 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**General Education Requirements for the BSB for Arkansas Students**

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

- Communication Arts Requirement(s) 6 credits
  - **A Track** must include: COMM 215 or higher
  - **B Track** must include: COM 170 and COM 172

- Mathematics Requirement(s) 6 credits
  - Must include MTH 220

- Science & Technology Requirement(s) 9 credits
  - **B Track** must include: SCI 163
  - Must include CHM 110 and PHY 101 or equivalent transfer coursework with a lab component.

- Humanities Requirement(s) 9 credits
  - **B Track** must include: HUM 114

- Social Science Requirement(s) 9 credits

**B Track must include:** PSY 211

- Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content.

- Additional Liberal Arts Requirement(s) 6 credits
  - **B Track** must include: FP 120

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

**Academic Progression Requirements for the BSB**

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the University on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.
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.

BIS 275 ..........................................................3 credits

Business Communications and Critical Thinking

This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organizations strategic direction.

BIS 220 ..........................................................3 credits

Introduction to Computer Applications and Systems

This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office™ tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

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 Microeconomics

This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 372 ..........................................................3 credits

Principles of Macroeconomics

This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

LAW 421 ..........................................................3 credits

Contemporary Business Law

This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

FIN 370 ..........................................................3 credits

Finance for Business

This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term
financing, and international finance.

MKT 421............................................................................... 3 credits

Marketing
This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues.

RES 351............................................................................... 3 credits

Business Research
This course evaluates the process of conducting business research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.

QNT 351............................................................................... 3 credits

Quantitative Analysis for Business
This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.

BUS 475 ............................................................................... 3 credits

Integrated Business Topics
The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.

COMM 215 ................................................................. 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 200............................................................................... 3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies and fully.

GEN 300............................................................................... 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University Library and learn how to access resources successfully.

MTH 209............................................................................... 3 credits

College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

MTH 220............................................................................... 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

CHM 110............................................................................... 3 credits

Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101............................................................................... 3 credits

Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145............................................................................... 3 credits

The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to
supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ................................................................. 3 credits

**State and Local Political Processes**

This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

**Course Descriptions for the Accounting Concentration**

ACC 349 ................................................................. 3 credits

**Cost Accounting**

This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.

ACC 421 ................................................................. 3 credits

**Intermediate Financial Accounting I**

This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, revenue recognition, statement of cash flows and full disclosure issues.

ACC 422 ................................................................. 3 credits

**Intermediate Financial Accounting II**

This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, stockholder's equity, and earnings per share. The course finishes with a look at investments and revenue recognition. Intertwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 423 ................................................................. 3 credits

**Intermediate Financial Accounting III**

This course is the third of a three-part series of courses related to intermediate accounting. This course examines owner's equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Intertwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 497 ................................................................. 3 credits

**Advanced Topics in Accounting Research**

This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.

**Course Descriptions for the Administration Concentration**

ACC 400 ................................................................. 3 credits

**Accounting for Decision Making**

This course concentrates on effective decision making as it relates to financial activities in a business enterprise. Course topics will include financial assets, liabilities, equity, business operations, financial management, and financial statement analysis. Students will have the necessary analytical tools to enhance business operations.

MGT 448 ................................................................. 3 credits

**Global Business Strategies**

The manager’s perspective in the fields of international payments, international trade, and investments are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices, and effects of multinational enterprises.

ACC 340 ................................................................. 3 credits

**Accounting Information Systems I**

This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies, (what computers can do for business), the Internet, intranets electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer/human synergy.

BSA 375 ................................................................. 3 credits

**Fundamentals of Business Systems Development**

This course introduces the logical and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Systems Development Life Cycle (SDLC) will be fundamental to the course.

EBUS 405 ................................................................. 3 credits

**e-Business Technologies**

This course examines the Internet and provides an integration of information technology subjects. Topics include the facilities, services, and trends of the Internet. The functions of information technology that support e-business are emphasized.

ISCOM 472 ................................................................. 3 credits

**Lean Enterprise**

This course provides an overview of lean manufacturing practices within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection and analysis of process performance data and the removal of those activities that are determined to be wasteful or non-essential.

MKT 441 ................................................................. 3 credits

**Marketing Research**

This course covers basic research methodology applied to marketing issues. Students study methods and techniques for collection, analysis, and interpretation of primary and secondary data for customer and business marketing.

MGT 437 ................................................................. 3 credits

**Project Management**

This course examines project management roles and environments, the project life cycle, and various techniques of work, planning, control, and evaluation for project success.

ETH 355 ................................................................. 3 credits

**Understanding Ethics**

This is an advanced course in moral philosophy, or ethics. Through a critical survey of theory and application, these courses examine
the frameworks of moral judgment (e.g. cultural relativism, subjectivism); historically important theoretical approaches to ethics; and consider a wide variety of important moral issues such as war, animal rights, abortion, and euthanasia. (Honors Credit Only).

FIN 410 ..................................................................................... 3 credits

*Working Capital Management*

This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to-day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable and inventory management will also be explored.

FIN 415 ..................................................................................... 3 credits

*Corporate Risk Management*

This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.

FIN 420 ..................................................................................... 3 credits

*Personal Finance*

This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investing, home ownership, retirement, and insurance. 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 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 upon 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.

FIN 468 ..................................................................................... 3 credits

*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 theories, 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 466 ..................................................................................... 3 credits

*Strategic Financial Management*

This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.

FIN 366 ..................................................................................... 3 credits

*Financial Institutions*

This course will cover financial institutions such as insurance companies, commercial banks, investment banks and savings and loan associations. The risks facing financial institutions and how to measure and manage those risks are analyzed.

FIN 375 ..................................................................................... 3 credits

*Financial Management in the Small Business*

This course focuses on the role that financial management plays in the development and sustainability of a small business. This course provides a detailed review of forecasting, budgeting, daily cash flow management techniques and monitoring financial performance in small business operations. Specifically, students will address funding, venture capital, and debt management, cash-flow management, financial planning, and capital budgeting.

FIN 402 ..................................................................................... 3 credits

*Investment Fundamentals and Portfolio Management*

This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in the investment planning and selection process in the environment in which investment decisions are made. Students will apply finance models and investment strategies to analyze and manage investments for various types of organizations.

FIN 410 ..................................................................................... 3 credits
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.

**Global Value Chain Management**
This course describes value chain activities between buyers and sellers in international business. Emphasis is placed on global sourcing, procurement of materials and services, and on business-to-business cultural differences between countries.

**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.

**Sustainable Enterprise Planning**
This course provides an integrative discussion on sustainable enterprise planning. Special emphasis is placed on applying environmental science, systems analysis, environmental economics, resource allocation, and the regulatory environment to developing a sustainable business plan for the future.

**The Sustainable Organization**
This course focuses on the business practices and tools that add economic, social, and ethical value to the business resources of a sustainable enterprise. Emphasis is placed on the general science of sustainability, consumptive calculations of manufacturing, and the impact of business decisions on the environment.

**Business Sustainability Standards**
This course provides a regulatory and compliance overview the local, state, and federal business sustainability standards. Special emphasis is placed on ISO requirements, LEED certification, and emerging sustainability standards for business. Students will also address compliance as a competitive advantage and the ethical responsibility of businesses to employees, the community, and the environment.

**Environmental Economics**
This course applies the theoretical economic tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.

**Organizational Change Management**
This course prepares students to be effective agents for change in the business community. This includes a step-wise framework for understanding, designing, and implementing change successfully. Special emphasis is placed on organizational change, program design, change processes, and successfully implementing both short-term and long-term change within the organization.

**Environmental Management Systems**
This course provides a framework for managing Environmental Management Systems (EMS). This includes continuous improvement through environmental management; facilities and supply-chain management; systems integration; environmental considerations; and operational utilization of environmental management systems.

**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 green marketing trends.

**Business Models in Early-stage Enterprises**
This course provides an overview of business models for early-stage entrepreneurial ventures in all industries, including those in green industries and clean technology. Emphasis is placed on designing a competitive early-stage enterprise business model, the competing interests of stakeholders, the use of triple bottom line measures to guide enterprise design, forms of ownership, intellectual property, and exploring financing options—both private and public.

**Market Discovery and Validation in Early-stage Enterprises**
This course applies entrepreneurial approaches to the discovery and validation of markets in all industries for early-stage entrepreneurial ventures, including those in green industries and clean technology. Emphasis is placed on iterative approaches for product design; validation of customer needs in an early-stage entrepreneurial setting; and early-stage enterprise marketing needs and trends.

**Implementing Entrepreneurship in Early-stage Enterprises**
This course focuses on the implementation of lean business models in entrepreneurial ventures in all industries, including those in green industries and clean technology. This includes the strategic application of financial planning, capital management, marketing, people management, and leadership as a means to reduce start-up risk. Emphasis is placed on adapting the business plan to the realistic needs of an early-stage owner and entrepreneur.

**Course Descriptions for the Human Resource Management 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 vulnerabilities. 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.

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.

IO 361 ........................................................................................3 credits

Innovation, Design, and Creativity for a Competitive Advantage

This course will provide students with a solid foundation in innovation, design, and creativity. Additionally, students will be prepared to apply relevant principles, tools, and techniques to promote and sustain organizational innovation for competitive advantage.

ETH 355 ...................................................................................3 credits

Understanding Ethics

This is an advanced course in moral philosophy, or ethics. Through a critical survey of theory and application, these courses examine the frameworks of moral judgment (e.g. cultural relativism, subjectivism); historically important theoretical approaches to ethics; and consider a wide variety of important moral issues such as war, animal rights, abortion, and euthanasia. (Honors Credit Only).

IO 370 ........................................................................................3 credits

Innovation for the 21st Century

This course covers the impact of innovation on organizations. In this course students will apply innovation strategies, processes, and theories to help propel an organization into the 21st century. Topics will include managing innovation process, organizational culture for innovation, and leadership of innovation.

PHL 410 ...................................................................................3 credits

Classical Logic

This is a systematic course in the use of argument and logic in formal constructs. As logic is applied in various aspects of human reasoning including from deductive inference to mathematical proofs, this course will demonstrate the skills of deduction, validity, and symbols to determine the strengths and soundness of argument and conclusions.

Course Descriptions for the Marketing Concentration

MKT 435 ...................................................................................3 credits

Consumer Behavior

This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs.

MKT 498 ...................................................................................3 credits

Integrated Marketing Strategies

This course provides students with an in-depth study of Integrated Marketing Communications (IMC). Emphasis will be placed on the strategic roles and integration of marketing communication elements including advertising, public relations, sales promotion, event management, media selection, and sales management.

COM 340 ...................................................................................3 credits

Mass Communication

This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, and advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication.

COM 400 ...................................................................................3 credits

Media and Society

The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.

MKT 438 ...................................................................................3 credits

Public Relations

This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship-building strategies; and ethics and public relations.

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 collec-
<table>
<thead>
<tr>
<th>Course Description for the Project Management Concentration</th>
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<tbody>
<tr>
<td>CPMGT 300 ................................................................................ 3 credits</td>
</tr>
<tr>
<td>Project Management</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>CPMGT 301 ................................................................................ 3 credits</td>
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<tr>
<td>Strategic Portfolio and Project Management</td>
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<tr>
<td>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.</td>
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<tr>
<td>CPMGT 302 ................................................................................ 3 credits</td>
</tr>
<tr>
<td>Procurement and Risk Management</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>CPMGT 303 ................................................................................ 3 credits</td>
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<tr>
<td>Project Estimating and Control Techniques</td>
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<tr>
<td>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.</td>
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<tr>
<td>CPMT 305 .................................................................................. 3 credits</td>
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<tr>
<td>Project Management Capstone</td>
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<tr>
<td>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.</td>
</tr>
<tr>
<td>BPA 303 .................................................................................. 3 credits</td>
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<tr>
<td>Course Descriptions for the Public Sector Concentration</td>
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<tr>
<td>BPA 406 .................................................................................. 3 credits</td>
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<tr>
<td>The Public Leader: Integration and Application</td>
</tr>
<tr>
<td>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. Students 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.</td>
</tr>
<tr>
<td>BPA 301 .................................................................................. 3 credits</td>
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<tr>
<td>Foundations of Public Administration</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>HRM 330 .................................................................................. 3 credits</td>
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<tr>
<td>Human Resources and Labor Relations in Public Service</td>
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<tr>
<td>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.</td>
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<tr>
<td>FIN 380 .................................................................................. 3 credits</td>
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<tr>
<td>Financial Management of Non-Profit Organizations</td>
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<tr>
<td>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.</td>
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<tr>
<td>ACC 460 .................................................................................. 3 credits</td>
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<tr>
<td>Government and Non-Profit Accounting</td>
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<tr>
<td>This course covers fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both government and non-profit entities.</td>
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<td>MKT 438 .................................................................................. 3 credits</td>
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<td>Public Relations</td>
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</tr>
<tr>
<td>Course Descriptions for the Small Business Management &amp; Entrepreneurship Concentration</td>
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<tr>
<td>MGT 401 .................................................................................. 3 credits</td>
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<tr>
<td>The Small Business: Structure, Planning and Funding</td>
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<tr>
<td>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</td>
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</table>
and exploring funding options.

MGT 418 ................................................................. 3 credits

Evaluating New Business Opportunities
This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.

FIN 375 ................................................................. 3 credits

Financial Management in the Small Business
This course focuses on the role that financial management plays in the development and sustainability of a small business. This course provides a detailed review of forecasting, budgeting, daily cash flow management techniques and monitoring financial performance in small business operations. Specifically, students will address funding, venture capital, and debt management, cash-flow management, financial planning, and capital budgeting.

MGT 431 ................................................................. 3 credits

Small Business Marketing
Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, and developing effective pricing and advertising strategies.

MGT 465 ................................................................. 3 credits

Small Business and Entrepreneurial Planning
This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include the strategic and integrative application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting business planning requirements to the realistic needs of small business owners and entrepreneurs.

Course Descriptions for the Service Sector Concentration

OI 365 ................................................................. 3 credits

Knowledge Management and Intellectual Capital
In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today’s increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization's long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.

OI 466 ................................................................. 3 credits

Organizational Innovation Integrated Project
This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real life business problem or opportunity. Using design principles, practices, and theory, students will be asked to create innovative solutions to problems or opportunities in the areas of strategy, process, product, and service.

BRM 353 ................................................................. 3 credits

Product Brand Management
This course presents an analysis of the goods and services lifecycle from conception to purchase. Special emphasis is placed on design and implementation of successful product development and brand management strategies that deliver value to consumers.

MGT 356 ................................................................. 3 credits

Retail Personnel Management
This course focuses on the personnel management aspects of retail management. Students will be prepared to utilize recruiting and staffing, motivating, training, and ethics concepts to effectively lead retail personnel.

HM 322 ................................................................. 3 credits

Gaming Management
This course provides an overview of the business practices and principles unique to the gaming industry. This includes an overview of the history and evolution of gaming, different venues, and the business implications of the economic and social impact of the industry. Special emphasis is placed on legal, ethical, and social issues related to gaming entertainment as a business entity.

HM 370 ................................................................. 3 credits

Hospitality Management
This course provides an overview of the fundamental concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of travel and tourism while examining hospitality issues, trends, e-business implications, and operational structures.

HM 486 ................................................................. 3 credits

Trends and Emerging Issues in Hospitality
This course applies a strategic perspective to assessing new trends and emerging issues in hospitality management. Special emphasis is placed on applying a global perspective to new and emerging markets in the hospitality industry. This includes consideration of changing social and economic groups as well as shifting demand for existing and new products and services.

ISCOM 354 ........................................................... 3 credits

Retail Operations: Supply Management
This course encompasses an examination of the supply side of the retail value chain including logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.

MGT 371 ................................................................. 3 credits

Lodging Management
This course provides students with the opportunity to examine various lodging options within the hospitality industry from a managerial perspective. Special emphasis will be placed on guest services and on room division management.

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.

The Bachelor of Science in Business (Maryland-Online)

The following Bachelor of Science in Business (BSB) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online
Please contact your enrollment advisor for more information.

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, finance, business law, management, marketing, organizational behavior, research and evaluation, and technology. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through an integrated topics course.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**BSB Program Category Requirements - A Track and B Track**

**Introductory Course, 3 total credits**
- GEN 200 (For A Track only) .......................................................... 3 credits
- GEN 195 (For B Track only) ........................................................... 3 credits
- Foundations of University Studies
  - Communications, 3 total credits
    - BCOM 275 ........................................................................... 3 credits
  - Business Communications and Critical Thinking
  - Business Information Systems, 3 total credits
    - BIS 220 ............................................................................... 3 credits
  - Management, 6 total credits
    - MGT 230 ............................................................................... 3 credits
    - MGT 311 ............................................................................... 3 credits
- Organizational Development
  - Accounting, 6 total credits
    - ACC 290 ............................................................................... 3 credits
    - Principles of Accounting I
    - ACC 291 ............................................................................... 3 credits
    - Principles of Accounting II
  - Ethics & Social Responsibility, 3 total credits
    - ETH 316 ............................................................................... 3 credits
- Economics, 6 total credits
  - ECO 372 ............................................................................... 3 credits
  - Principles of Macroeconomics
  - ECO 365 ............................................................................... 3 credits
  - Principles of Microeconomics
  - Business Law, 3 total credits
    - LAW 421 ............................................................................... 3 credits
  - Contemporary Business Law
  - Finance, 3 total credits
    - FIN 370 ............................................................................... 3 credits
    - Finance for Business
  - Marketing, 3 total credits
    - MKT 421 ............................................................................... 3 credits
    - Marketing
  - Research and Statistics, 6 total credits
    - RES 351 ............................................................................... 3 credits
  - Business Research
    - QNT 351 ............................................................................... 3 credits
  - Quantitative Analysis for Business
  - Business Capstone, 3 total credits
    - BUS 475 ............................................................................... 3 credits
  - Integrated Business Topics
  - Students must select one emphasis in a particular area of study at the time of enrollment.
  - Students may also complete an additional emphasis. Please contact your academic representative for more information.

**Accounting Emphasis**
The Accounting Emphasis promotes identification with and orientation to the accounting profession and is designed to provide knowledge skills, and abilities necessary for a career in accounting. Core competencies in technology, critical thinking, and communication are emphasized throughout the curriculum. The program also utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. Students have broad exposure to varied business disciplines, including management, organizational behavior, economics, and finance, and learn how the general manager integrates these disciplines to meet the strategic goals of the organization.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-acc.

- ACC 349 ............................................................................... 3 credits
  - Cost Accounting
- ACC 421 ............................................................................... 3 credits
  - Intermediate Financial Accounting I
- ACC 422 ............................................................................... 3 credits
  - Intermediate Financial Accounting II
- ACC 423 ............................................................................... 3 credits
  - Intermediate Financial Accounting III
- ACC 497 ............................................................................... 3 credits
  - Advanced Topics in Accounting Research

The BSB/ACC may not educationally qualify graduates to sit for the CPA exam in some states. To the extent that a student intends to sit for the CPA examination, the student should consult with the applicable board of examiners in the state or states in which the individual intends to sit for the examination to determine the precise educational and other requirements, including the acceptability of the University’s BSB/ACC.

**Administration Emphasis**
The Business Administration emphasis is designed for the working professional employed in a business or public organization. The major coursework emphasizes quantitative skills and is designed to enable graduates to deal effectively with an increasingly complex business environment. The administration emphasis examines the areas of operations management, project management, economics, accounting, finance, and strategic management.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-a.

- ACC 400 ............................................................................... 3 credits
  - Accounting for Decision Making
- MGT 448 ............................................................................... 3 credits
  - Global Business Strategies
Students must choose three of the following courses:

- ACC 340 ~ ................................................................. 3 credits
- Accounting Information Systems I
- BSA 375 ~ ................................................................. 3 credits
- Fundamentals of Business Systems Development
- EBUS 405 ~ ................................................................. 3 credits
- E-Business Technologies
- ISCOM 472 ~ ................................................................. 3 credits
- Lean Enterprise
- MKT 441 ~ ................................................................. 3 credits
- Marketing Research
- MGT 437 ~ ................................................................. 3 credits
- Project Management
- ETH 355 ~ ................................................................. 3 credits
- Understanding Ethics
- OI 370 ~ ................................................................. 3 credits
- Innovation for the 21st Century
- PHL 410 ~ ................................................................. 3 credits
- Classical Logic

**Finance Emphasis**

The Finance Emphasis emphasizes fundamental and advanced financial concepts, theories, and practices to promote well-informed financial decision making. The Finance Emphasis allows students to examine the areas of finance for decision making, financial risk management, mergers, acquisitions, and corporate restructuring, investment analysis and portfolio management, and global finance. Students will integrate advanced topics in financial management through real-world business application. Financial managers need many different skills. Interpersonal skills are important because these jobs involve managing people and working as part of a team to solve problems. Financial managers must have excellent communication skills to explain complex financial data. Since financial managers work extensively with various departments in their firm, a broad understanding of business is essential. Financial managers should be creative thinkers and problem-solvers, applying their analytical skills to business. They must be comfortable with the latest computer technology. Financial managers must have knowledge of international finance because financial operations are increasingly being affected by the global economy.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cmp.

FIN 419 ~ ................................................................. 3 credits
- Finance for Decision Making
FIN 486 ~ ................................................................. 3 credits
- Strategic Financial Management

Students must choose three of the following courses:

- FIN 366 ~ ................................................................. 3 credits
- Financial Institutions
- FIN 375 ~ ................................................................. 3 credits
- Financial Management in the Small Business
- FIN 402 ~ ................................................................. 3 credits
- Investment Fundamentals and Portfolio Management
- FIN 410 ~ ................................................................. 3 credits
- Working Capital Management
- FIN 415 ~ ................................................................. 3 credits
- Corporate Risk Management
FIN 420 ~ ................................................................. 3 credits
- Personal Financial Planning
FIN 444 ~ ................................................................. 3 credits
- Mergers, Acquisitions, and Corporate Restructuring
FIN 467 ~ ................................................................. 3 credits
- Real Estate Investment

**Global Management Emphasis**

The Global Management emphasis emphasizes fundamental principles and practices of conducting global business activities. Components include: international marketing, international trade and investment, global finance, global human resource management, and global value-chain management. Students will integrate advanced topics in global business through real-life applications. The program promotes the development of a "global mindset" and reflects the dynamic nature of global business realities.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-gm.

GBM 380 ~ ................................................................. 3 credits
- Global Business
GBM 381 ~ ................................................................. 3 credits
- International Trade
HRM 350 ~ ................................................................. 3 credits
- International Human Resource Management
ISCOM 383 ~ ................................................................. 3 credits
- Global Value Chain Management
GBM 489 ~ ................................................................. 3 credits
- Strategic Topics in Global Business Management

**Sustainable Enterprise Management Emphasis**

The Sustainable Enterprise Management emphasis will prepare students for management careers based on sustainable business practices. The program emphasizes the development of skills in operating standards, enterprise planning, social responsibility, and sustainable management techniques. Upon completion of this program, students will possess the knowledge and skills needed to manage business enterprises for a sustainable future.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-sm.

MGT 360 ~ ................................................................. 3 credits
- Green and Sustainable Enterprise Management
MGT 470 ~ ................................................................. 3 credits
- Sustainable Enterprise Planning
Students must choose three of the following courses:

- BUS 327 ~ ................................................................. 3 credits
- The Sustainable Organization
BUS 372 ~ ................................................................. 3 credits
- Business Sustainability Standards
ECO 370 ~ ................................................................. 3 credits
- Environmental Economics
MGT 380 ~ ................................................................. 3 credits
- Organizational Change Management
MGT 403 ~ ................................................................. 3 credits
- Environmental Management Systems
Human Resource Management Emphasis

The Human Resource Management Emphasis helps students develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The emphasis addresses the legal and ethical components of the decision making process involved in the human resources environment. The Human Resource Management Emphasis introduces students to the basic concepts of human resource management, and allows further study in the areas of employment law, risk management, recruitment and selection of employees, international HR, change management, compensation and benefits, employee development, and performance management. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-mkt.

Students must choose three of the following courses:

HRM 300 ~ .......................................................... 3 credits
Fundamentals of Human Resource Management

HRM 498 ~ .......................................................... 3 credits
Strategic Human Resource Management and Emerging Issues

HRM 310 ~ .......................................................... 3 credits
Change Management

HRM 324 ~ .......................................................... 3 credits
Total Compensation

HRM 326 ~ .......................................................... 3 credits
Employee Development

HRM 420 ~ .......................................................... 3 credits
Human Resource Risk Management

MGT 434 ~ .......................................................... 3 credits
Employment Law

Management Emphasis

The Management Emphasis emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The Management Emphasis allows students the opportunity to examine the areas of innovation, design, and creativity in business, global business, quality management and productivity, human resource management, employment law, and organizational negotiations. Students will integrate advanced topics in management through real-world business application.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-hrm.

Students must choose three of the following courses:

MKT 411 ~ .......................................................... 3 credits
Green Marketing

MGT 441 ~ .......................................................... 3 credits
Business Models in Early-stage Enterprises

MKT 442 ~ .......................................................... 3 credits
Market Discovery and Validation in Early-stage Enterprises

BUS 443 ~ .......................................................... 3 credits
Implementing Entrepreneurship in Early-stage Enterprises

Marketing Emphasis

The Marketing Emphasis addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The marketing emphasis builds upon the foundational marketing course, which allows further study in the areas of consumer behavior, advertising, marketing research, public relations, promotion measurement and analysis, and international and global marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-mkt.

Students must choose three of the following courses:

COM 340 ~ .......................................................... 3 credits
Mass Communication

COM 400 ~ .......................................................... 3 credits
Media and Society

MKT 438 ~ .......................................................... 3 credits
Public Relations

BRM 353 ~ .......................................................... 3 credits
Product and Brand Management
Students must choose three of the following courses:

**Public Sector Emphasis**

- MKT 411 ~ ................................................................. 3 credits
  Green Marketing
- MKT 431 ~ ............................................................... 3 credits
  Small Business Marketing
- MKT 441 ~ ............................................................... 3 credits
  Marketing Research

**Project Management Emphasis**

The Project Management emphasis focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas that lead to professional certification.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-pm.

- CPMGT 300 ~ .......................................................... 3 credits
  Project Management
- CPMGT 301 ~ .......................................................... 3 credits
  Strategic Portfolio and Project Management
- CPMGT 302 ~ .......................................................... 3 credits
  Procurement and Risk Management
- CPMGT 303~ ............................................................ 3 credits
  Project Estimating and Control Techniques
- CPMGT 305 ~ .......................................................... 3 credits
  Project Management Capstone

**Public Sector Emphasis**

The Public Sector emphasis focuses on the efficient and effective utilization of public resources to achieve the public purpose within a state, local, or not-for-profit environment. The emphasis 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 Emphasis**

The Small Business Management emphasis provides students with a course framework built around small business planning, financial management, and integrated business topics on entrepreneurship and small business management. Within the emphasis, students can elect to study advanced concepts in small business marketing, leadership, family business management, operations management, and business law for entrepreneurs. They may also elect to explore in more depth either small business management or entrepreneur studies as a function of their emphasis electives. Students graduating with the Small Business Management emphasis will be prepared to address the challenges and opportunities specific to small business management and entrepreneurship.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-bse.

- MGT 401 ~ .............................................................. 3 credits
  The Small Business: Structure, Planning and Funding
- MGT 418 ~ .............................................................. 3 credits
  Evaluating New Business Opportunities
- FIN 375 ~ .............................................................. 3 credits
  Financial Management in the Small Business
- MKT 431 ~ .............................................................. 3 credits
  Small Business Marketing
- MKT 465 ~ .............................................................. 3 credits
  Small Business and Entrepreneurial Planning

**Service Sector Emphasis**

The Service Sector emphasis focuses the student on the service environment. The program emphasizes skill development in strategic management, marketing, supply management, and personnel management unique to the service industry, which includes retail, hospitality, lodging, restaurant, and gaming management. Upon completion of this program students will possess the knowledge and skills necessary to be leaders in the service industry.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-svc.

- OI 365 ~ ............................................................... 3 credits
  Knowledge Management and Intellectual Capital
- OI 466 ~ ............................................................... 3 credits
  Organizational Innovation Integrated Project

Students must choose three of the following courses:

- BRM 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
  Small Business and Entrepreneurial Planning
Trends and Emerging Issues in Hospitality
ISCOM 354 ~ ................................................................. 3 credits
Retail Operations: Supply Management
MGT 371 ~ ................................................................. 3 credits
Lodging Management
MGT 372 ~ ................................................................. 3 credits
Food and Beverage Management
MGT 373 ~ ................................................................. 3 credits
Events and Recreation Management

Environmental Sustainability Emphasis
This Environmental Sustainability emphasis provides an overview of sustainable practices and applications from the environmental science perspective. Current and historical environmental issues are evaluated by examining the impact these issues have on society and the environment. Sustainable practices are analyzed to determine the relevant course of action for environmental management. This emphasis is comprised of five categories: energy, business, agriculture, architecture and green materials, and sustainable ecosystems.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/educationareas/approvedbytheUniversity.

The University reserves the right to modify the required course of study. Please note that within each state, emphasis availability may vary by campus location.

Additional Admission Requirements BSB

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited by an acceptable accrediting body.
• GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• University of Phoenix Prior Learning Assessment, University of Phoenix coursework, ACE evaluated Military credits.
• Regionally or nationally accredited coursework (C- or higher grade).
• University of Phoenix Prior Learning Assessment, National Testing Programs, and ACE evaluated Military credits.

Degree Requirements for the BSB

• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 45 upper division credits
  • A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  • A minimum program grade point average (GPA) of 2.0.

• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Bachelor of Science in Business

General Education Requirements for the BSB

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts Requirement(s) 6 credits
A Track must include: COMM 215, equivalent or higher
B Track must include: COMM 170 and COMM 172

Mathematics Requirement(s) 6 credits
Must include MTH 209 or higher

Science & Technology Requirement(s) 6 credits
B Track must include: SCI 163
Must include at least three (3) credits in the physical or biological sciences

Humanities Requirement(s) 6 credits
B Track must include: HUM 114

Social Science Requirement(s) 6 credits
B Track must include: PSY 211

Additional Liberal Arts Requirement(s) 6 credits

Interdisciplinary Requirement(s) 18 credits
B Track must include: FP 120

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the BSB

• All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
• GEN 195 will be required as the first course in the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other program applicable course.

With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
• University of Phoenix coursework,
• Regionally or nationally accredited coursework (C- or higher grade),
• University of Phoenix Prior Learning Assessment, National Testing Programs, and ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, may not enroll in the First-Year Sequence (A Track).

• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.

• Students may not complete any of the First-Year Sequence courses via Directed Study.

• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.

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 approved: 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 communications, personal communication styles, solving organizational problems, and the evaluation of an organizations strategic direction.

BIS 220 ................................................................................... 3 credits

Introduction to Computer Applications and Systems
This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office™ tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries. MGT 230 ................................................................................... 3 credits

Management Theory and Practice
This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

MGT 311 ................................................................................... 3 credits

Organizational Development
This organizational behavior course encompasses the study of individual and group behavior in organizational settings. Students will learn to examine their role in an organization. Other topics include strategic elements of organizational behavior, workforce diversity, managing change, effective communication, and performance systems. ACC 290 ................................................................................... 3 credits

Principles of Accounting I
This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

ACC 291 ................................................................................... 3 credits

Principles of Accounting II
This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

ETH 316 ................................................................................... 3 credits

Ethics and Social Responsibility
This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the inter-related nature of ethics, morality, legal responsibility, and social issues.

ECO 372 ................................................................................... 3 credits

Principles of Macroeconomics
This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 365 ................................................................................... 3 credits

Principles of Microeconomics
This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

LAW 421 ................................................................. 3 credits

Contemporary Business Law
This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

FIN 370 ................................................................. 3 credits

Finance for Business
This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

MKT 421 ................................................................. 3 credits

Marketing
This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues.

RES 351 ................................................................. 3 credits

Business Research
This course evaluates the process of conducting business research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.

QNT 351 ................................................................. 3 credits

Quantitative Analysis for Business
This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.

BUS 475 ................................................................. 3 credits

Integrated Business Topics
The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.

COMM 215 ............................................................. 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 200 ................................................................ 3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 ................................................................ 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ................................................................ 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

MTH 209 ................................................................ 3 credits

College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

MTH 220 ................................................................ 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

CHM 110 ................................................................ 3 credits

Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics
include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 ....................................................................................3 credits

Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 ....................................................................................3 credits

The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ....................................................................................3 credits

State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

ACC 349 ...................................................................................3 credits

Course Descriptions for the Accounting Emphasis

Cost Accounting
This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.

ACC 421 ....................................................................................3 credits

Intermediate Financial Accounting I
This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, revenue recognition, statement of cash flows and full disclosure issues.

ACC 422 ....................................................................................3 credits

Intermediate Financial Accounting II
This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, stockholder’s equity, and earnings per share. The course finishes with a look at investments and revenue recognition. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 423 ...................................................................................3 credits

Intermediate Financial Accounting III
This course is the third of a three-part series of courses related to intermediate accounting. This course examines owner’s equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 497 ...................................................................................3 credits

Advanced Topics in Accounting Research
This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.

ACC 400 ...................................................................................3 credits

Accounting for Decision Making
This course concentrates on effective decision making as it relates to financial activities in a business enterprise. Course topics will include financial assets, liabilities, equity, business operations, financial management, and financial statement analysis. Students will have the necessary analytical tools to enhance business operations.

MGT 448 ...................................................................................3 credits

Global Business Strategies
The manager’s perspective in the fields of international payments, international trade, and investments are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices, and effects of multinational enterprises.

ACC 340 ...................................................................................3 credits

Accounting Information Systems I
This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies, (what computers can do for business), the Internet, intranets electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer/human synergy.

BSA 375 ...................................................................................3 credits

Fundamentals of Business Systems Development
This course introduces the logical and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Systems Development Life Cycle (SDLC) will be fundamental to the course.

EBUS 405 ...................................................................................3 credits

e-Business Technologies
This course examines the Internet and provides an integration of information technology subjects. Topics include the facilities, services, and trends of the Internet. The functions of information technology that support e-business are emphasized.

ISCOM 472 ...................................................................................3 credits

Lean Enterprise
This course provides an overview of lean manufacturing practices
within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection and analysis of process performance data and the removal of those activities that are determined to be wasteful or non-essential.

MKT 441 ........................................................................................................ 3 credits

Marketing Research
This course covers basic research methodology applied to marketing issues. Students study methods and techniques for collection, analysis, and interpretation of primary and secondary data for customer and business marketing.

MGT 437 ........................................................................................................ 3 credits

Project Management
This course examines project management roles and environments, the project life cycle, and various techniques of work, planning, control, and evaluation for project success.

ETH 355 ........................................................................................................ 3 credits

Understanding Ethics
This is an advanced course in moral philosophy, or ethics. Through a critical survey of theory and application, these courses examine the frameworks of moral judgment (e.g. cultural relativism, subjectivism); historically important theoretical approaches to ethics; and consider a wide variety of important moral issues such as war, animal rights, abortion, and euthanasia. (Honors Credit Only).

OI 370 ........................................................................................................ 3 credits

Innovation for the 21st Century
This course covers the impact of innovation on organizations. In this course students will apply innovation strategies, processes, and theories to help propel an organization into the 21st century. Topics will include managing innovation process, organizational culture for innovation, and leadership of innovation.

PHL 410 ........................................................................................................ 3 credits

Classical Logic
This is a systematic course in the use of argument and logic in formal constructs. As logic is applied in various aspects of human reasoning including from deductive inference to mathematical proofs, this course will demonstrate the skills of deduction, validity, and symbols to determine the strengths and soundness of argument and conclusions.

Course Descriptions for the Finance Emphasis
FIN 419 ........................................................................................................ 3 credits

Finance for Decision Making
This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.

FIN 466 ........................................................................................................ 3 credits

Strategic Financial Management
This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.

FIN 366 ........................................................................................................ 3 credits

Financial Institutions
This course will cover financial institutions such as insurance companies, commercial banks, investment banks and savings and loan associations. The risks facing financial institutions and how to measure and manage those risks are analyzed.

FIN 375 ........................................................................................................ 3 credits

Financial Management in the Small Business
This course focuses on the role that financial management plays in the development and sustainability of a small business. This course provides a detailed review of forecasting, budgeting, daily cash flow management techniques and monitoring financial performance in small business operations. Specifically, students will address funding, venture capital, and debt management, cash-flow management, financial planning, and capital budgeting.

FIN 402 ........................................................................................................ 3 credits

Investment Fundamentals and Portfolio Management
This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in the investment planning and selection process in the environment in which investment decisions are made. Students will apply finance models and investment strategies to analyze and manage investments for various types of organizations.

FIN 410 ........................................................................................................ 3 credits

Working Capital Management
Working Capital Management This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to-day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable and inventory management will also be explored.

FIN 415 ........................................................................................................ 3 credits

Corporate Risk Management
This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.

FIN 420 ........................................................................................................ 3 credits

Personal Finance
This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment and managing risks and expectations. This course includes financial planning, development of the personal financial model, effective use of credit, and analysis of financial and economic data.

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 analy-
sis, including financing, taxes, and decision making criteria in today’s real estate investment environment.

**Course Descriptions for the Global Management Emphasis**

**GBM 380** ................................................................. 3 credits  
**Global Business**  
This course addresses major forces in the global environment and the impact upon business strategies, operations, and decision making. Special emphasis is placed on developing a global mindset and the intricacies of the global business environment.

**GBM 381** ................................................................. 3 credits  
**International Trade**  
This course examines the concepts and components of international trade. Emphasis is placed on applying current theories, concepts, and practices in conducting global business transactions.

**HRM 350** ................................................................. 3 credits  
**International Human Resource Management**  
This course is an overview of international human resources management practices with emphasis on human resources challenges and opportunities facing global business enterprises. Students will examine human resources management in the global business environment. Upon completion of this course, students will be able to identify, and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.

**ISCOM 383** ........................................................... 3 credits  
**Global Value Chain Management**  
This course describes value chain activities between buyers and sellers in international business. Emphasis is placed on global sourcing, procurement of materials and services, and on business-to-business cultural differences between countries.

**GBM 489** ................................................................. 3 credits  
**Strategic Topics in Global Business Management**  
This course applies the principles of international trade, global monetary systems, international organizations, and economic development to make effective strategic business decisions. Emphasis is placed on utilizing improved strategic thinking and decision-making capabilities in the global environment.

**Course Descriptions for the Sustainable Enterprise Management Emphasis**

**MGT 360** ................................................................. 3 credits  
**Green and Sustainable Enterprise Management**  
This course provides an overview of sustainable management techniques from an economic, social, and corporate environmental responsibility perspective. Special emphasis is placed on production principles, innovative and sustainable practices, and the importance of managing the bottom line in business.

**MGT 470** ................................................................. 3 credits  
**Sustainable Enterprise Planning**  
This course provides an integrative discussion on sustainable enterprise planning. Special emphasis is placed on applying environmental science, systems analysis, environmental economics, resource allocation, and the regulatory environment to developing a sustainable business plan for the future.

**BUS 327** ................................................................. 3 credits  
**The Sustainable Organization**  
This course focuses on the business practices and tools that add economic, social, and ethical value to the business resources of a sustainable enterprise. Emphasis is placed on the general science of sustainability, consumptive calculations of manufacturing, and the impact of business decisions on the environment.

**BUS 372** ................................................................. 3 credits  
**Business Sustainability Standards**  
This course provides a regulatory and compliance overview the local, state, and federal business sustainability standards. Special emphasis is placed on ISO requirements, LEED certification, and emerging sustainability standards for business. Students will also address compliance as a competitive advantage and the ethical responsibility of businesses to employees, the community, and the environment.

**ECO 370** ................................................................. 3 credits  
**Environmental Economics**  
This course applies the theoretical economic tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.

**MGT 380** ................................................................. 3 credits  
**Organizational Change Management**  
This course prepares students to be effective agents for change in the business community. This includes a step-wise framework for understanding, designing, and implementing change successfully. Special emphasis is placed on organizational change, program design, change processes, and successfully implementing both short-term and long-term change within the organization.

**MGT 403** ................................................................. 3 credits  
**Environmental Management Systems**  
This course provides a framework for managing Environmental Management Systems (EMS). This includes continuous improvement through environmental management; facilities and supply chain management; systems integration; environmental considerations; and operational utilization of environmental management systems.

**MKT 441** ................................................................. 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 442** ................................................................. 3 credits  
**Business Models in Early-stage Enterprises**  
This course provides an overview of business models for early-stage entrepreneurial ventures in all industries, including those in green industries and clean technology. Emphasis is placed on designing a competitive early-stage enterprise business model, the competing interests of stakeholders, the use of triple bottom line measures to guide enterprise design, forms of ownership, intellectual property, and exploring financing options—both private and public.

**MKT 443** ................................................................. 3 credits  
**Market Discovery and Validation in Early-stage Enterprises**  
This course applies entrepreneurial approaches to the discovery and validation of markets in all industries for early-stage entrepreneurial ventures, including those in green industries and clean technology. Emphasis is placed on iterative approaches for product design; validation of customer needs in an early-stage entrepreneurial setting; and early-stage enterprise marketing needs and trends.
Implementing Entrepreneurship in Early-stage Enterprises
This course focuses on the implementation of lean business models in entrepreneurial ventures in all industries, including those in green industries and clean technology. This includes the strategic application of financial planning, capital management, marketing, people management, and leadership as a means to reduce start-up risk. Emphasis is placed on adapting the business plan to the realistic needs of an early-stage owner and entrepreneur.

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. This 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.

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.

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.

HRM 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.

LDR 500 ................................................................. 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.
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, readings and projects will span theory and practice and draw upon examples from multiple industry sectors.

MGT 426 ................................................................. 3 credits

Managing Change in the Workplace

This course provides an overview of methods and techniques required of supervisory and management personnel responsible for managing change. As a result of the course, students will be able to identify and develop strategies for managing the following: organizational aspects of change, including shifts in leadership, reorganizations, working conditions, technologically imposed change and workforce issues. In addition to developing strategies, students will gain expertise in applying communication strategies that effectively deal with change.

OI 361 ................................................................. 3 credits

Innovation, Design, and Creativity for a Competitive Advantage

This course will provide students with a solid foundation in innovation, design, and creativity. Additionally, students will be prepared to apply relevant principles, tools, and techniques to promote and sustain organizational innovation for competitive advantage.

ETH 355 ................................................................. 3 credits

Understanding Ethics

This is an advanced course in moral philosophy, or ethics. Through a critical survey of theory and application, these courses examine the frameworks of moral judgment (e.g. cultural relativism, subjectivism); historically important theoretical approaches to ethics; and consider a wide variety of important moral issues such as war, animal rights, abortion, and euthanasia. (Honors Credit Only).

OI 370 ................................................................. 3 credits

Innovation for the 21st Century

This course covers the impact of innovation on organizations. In this course students will apply innovation strategies, processes, and theories to help propel an organization into the 21st century. Topics will include managing innovation process, organizational culture for innovation, and leadership of innovation.

PHL 410 ................................................................. 3 credits

Classical Logic

This is a systematic course in the use of argument and logic in formal constructs. As logic is applied in various aspects of human reasoning including from deductive inference to mathematical proofs, this course will demonstrate the skills of deduction, validity, and symbols to determine the strengths and soundness of argument and conclusions.

Course Descriptions for the Marketing Emphasis

MKT 435 ................................................................. 3 credits

Consumer Behavior

This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs.

MKT 498 ................................................................. 3 credits

Integrated Marketing Strategies

This course provides students with an in-depth study of Integrated Marketing Communications (IMC). Emphasis will be placed on the strategic roles and integration of marketing communication elements including advertising, public relations, sales promotion, event management, media selection, and sales management.

COM 340 ................................................................. 3 credits

Mass Communication

This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, and advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication.

COM 400 ................................................................. 3 credits

Media and Society

The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.

MKT 438 ................................................................. 3 credits

Public Relations

This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity; and improving customer satisfaction; relationship-building strategies; and ethics and public relations.

BRM 353 ................................................................. 3 credits

Product and Brand Management

This course presents an analysis of the goods and services lifecycle from conception to purchase. Special emphasis is placed on design and implementation of successful product development and brand management strategies that deliver value to consumers.

MKT 411 ................................................................. 3 credits

Green Marketing
This course applies the principles of sustainability and the philosophy of being environmentally green to the area of marketing. Special emphasis is placed on sustainable product design; awareness and cause marketing; public relations and green-washing; and emerging going-green marketing trends.

MKT 431 ............................................................................. 3 credits

Small Business Marketing
Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, and developing effective pricing and advertising strategies.

MKT 441 ............................................................................. 3 credits

Marketing Research
This course covers basic research methodology applied to marketing issues. Students will study methods and techniques for collection, analysis, and interpretation of primary and secondary data for consumer business marketing.

CPMGT 300 ............................................................................. 3 credits

Project Management
This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project® software.

CPMGT 301 ............................................................................. 3 credits

Strategic Portfolio and Project Management
This course provides students with insight into the management of an organization’s strategic project portfolio. Students will learn the value of aligning a project’s goals and objectives with the organization’s strategies and stakeholders’ interests. In addition, this course will illustrate how project teams are used to accomplish continuous improvement and to facilitate change within the organization. Students will also examine the characteristics of global and virtual project management.

CPMGT 302 ............................................................................. 3 credits

Procurement and Risk Management
This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.

CPMGT 303 ............................................................................. 3 credits

Project Estimating and Control Techniques
To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.

CPMT 305 ............................................................................. 3 credits

Project Management Capstone
This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management skills learned via the preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.

Course Descriptions for the Project Management Emphasis

BPA 303 ............................................................................. 3 credits

Public Programs: Implementation and Evaluation in a Dynamic Environment
This course focuses on the implementation of public policy decisions through the identification and development of specific methods for servicing the public good. It incorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.

BPA 406 ............................................................................. 3 credits

The Public Leader: Integration and Application
This course is intended to synthesize the concepts and theories covered in previous public administration courses and deepens the student’s understanding of the challenges and complexities facing the 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.
FIN 375 ....................................................................................3 credits

**The Small Business: Structure, Planning and Funding**

This course provides an overview of the small business from concept through funding. Emphasis is placed on designing a competitive business model, crafting the business plan, forms of ownership and exploring funding options.

MGT 418 ...................................................................................3 credits

**Evaluating New Business Opportunities**

This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.

MGT 465 ...................................................................................3 credits

**Small Business Marketing**

Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, and developing effective pricing and advertising strategies.

MGT 467 ...................................................................................3 credits

**Small Business and Entrepreneurial Planning**

This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include the strategic and integrative application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting business planning requirements to the realistic needs of small business owners and entrepreneurs.

**Course Descriptions for the Service Sector Emphasis**

MKT 365 ...................................................................................3 credits

**Knowledge Management and Intellectual Capital**

In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today’s increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization’s long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.

OI 466 ...................................................................................3 credits

**Organizational Innovation Integrated Project**

This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real life business problem or opportunity. Using design principles, practices, and theory, students will be asked to create innovative solutions to problems or opportunities in the areas of strategy, process, product, and service.

MKT 353 ...................................................................................3 credits

**Product Brand Management**

This course provides an analysis of the goods and services lifecycle from conception to purchase. Special emphasis is placed on design and implementation of successful product development and brand management strategies that deliver value to consumers.

MGT 356 ...................................................................................3 credits

**Retail Personnel Management**

This course focuses on the personnel management aspects of retail management. Students will be prepared to utilize recruiting and staffing, motivating, training, and ethics concepts to effectively lead retail personnel.

HM 322 ...................................................................................3 credits

**Gaming Management**

This course provides an overview of the business practices and principles unique to the gaming industry. This includes an overview of the history and evolution of gaming, different venues, and the business implications of the economic and social impact of the industry. Special emphasis is placed on legal, ethical, and social issues related to gaming entertainment as a business entity.

HM 370 ...................................................................................3 credits

**Hospitality Management**

This course provides an overview of the fundamental concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of travel and tourism while examining hospitality issues, trends, e-business implications, and operational structures.

HM 486 ...................................................................................3 credits

**Trends and Emerging Issues in Hospitality**

This course applies a strategic perspective to assessing new trends and emerging issues in hospitality management. Special emphasis is placed on applying a global perspective to new and emerging markets in the hospitality industry. This includes consideration of changing social and economic groups as well as shifting demand for existing and new products and services.

ISCOM 354 ...................................................................................3 credits

**Retail Operations: Supply Management**

This course encompasses an examination of the supply side of the retail value chain including logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.

MGT 371 ...................................................................................3 credits

**Lodging Management**

This course provides students with the opportunity to examine various lodging options within the hospitality industry from a managerial perspective. Special emphasis will be placed on guest services and on room division management.

MGT 372 ...................................................................................3 credits
Food and Beverage Management
This course focuses on operating and strategic challenges facing managers in the food and beverage industry. Topics include cost control, forecasting, food safety, service standards, and staffing. Students will learn to utilize managerial tools to make sound business decisions in a food and beverage organization.

Course Descriptions for the Environmental Sustainability Emphasis

SUS 300 ................................................................. 3 credits

Environmental Sustainability
Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and energy efficient home or building design.

ENV 340 ................................................................. 3 credits

Energy and the Environment
This course will introduce topics covering a wide variety of alternative energy sources, the need for renewable energy, as well as the problems associated with them. Energy sources will include oil, coal, natural gas, hydroelectric, nuclear, wind, solar, geothermal, tidal, and biofuels.

SUS 310 ................................................................. 3 credits

Industrial Ecology
This course introduces students to the field of industrial ecology. Students examine the interaction of industrial activities and the management of resources to minimize the negative impact on the environment due to these activities through the promotion of sustainability. Emphasis is placed on the flow of materials and energy through industrial and technological systems. Topics include technology and society, sustainability, biological and industrial ecology, cost analysis, and life-cycle assessment.

SUS 350 ................................................................. 3 credits

Green Building and Urban Planning
This course introduces students to the practices of green building design and urban planning. Students examine the principles of green building with a focus on land use and urban design and development. Upon completion of the course, students are able to apply management strategies and relevant land use practices to achieve sustainability.

SUS 385 ................................................................. 3 credits

Sustainable Ocean Use
In this course, students evaluate the principles of sustainable ocean use. Students analyze the environmental and economic role of the oceans. The sources and impact of ocean environmental degradation are examined. Topics include fisheries, aquaculture, natural resources and uses, and pollution. Sustainable management practices are analyzed by examining global environmental policies and regulations.

The Bachelor of Science in Business (Certificate Track)

The following Bachelor of Science in Business (Certificate Track) (BSB) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, finance, business law, management, marketing, organizational behavior, research and evaluation, and technology. Students are required to demonstrate a comprehensive understanding of the undergraduate business curriculum through an integrated topics course.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

BSB (Certificate Track) Program Category Requirements - A Track and B Track

Introductory Course, 3 total credits
GEN 200 (For A Track only) ................................................. 3 credits
Foundations for General Education and Professional Success
GEN 195 (For B Track only) .................................................. 3 credits
Foundations of University Studies

Communications, 3 total credits
BCOM 275 ~ ........................................................................... 3 credits
Business Communications and Critical Thinking
Business Information Systems, 3 total credits
BIS 220 ~ ................................................................................. 3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits
MGT 230 ~ ................................................................................. 3 credits
Management Theory and Practice
MGT 311 ~ ................................................................................. 3 credits
Organizational Development

Accounting, 6 total credits
ACC 290 ~ .................................................................................. 3 credits
Principles of Accounting I  
ACC 291 ~ ................................................................. 3 credits

Principles of Accounting II  
ACC 391 ~ ................................................................. 3 credits

Ethics & Social Responsibility, 3 total credits  
ETH 316 ~ ................................................................. 3 credits
Ethics and Social Responsibility  

Economics, 6 total credits  
ECO 372 ~ ................................................................. 3 credits
Principles of Macroeconomics  
ECO 365 ~ ................................................................. 3 credits
Principles of Microeconomics  

Business Law, 3 total credits  
LAW 421 ~ ................................................................. 3 credits
Contemporary Business Law  

Finance, 3 total credits  
FIN 370 ~ ................................................................. 3 credits
Finance for Business  

Marketing, 3 total credits  
MKT 421~ ................................................................. 3 credits
Marketing  

Research and Statistics, 6 total credits  
RES 351~ ................................................................. 3 credits
Business Research  
QNT 351~ ................................................................. 3 credits
Quantitative Analysis for Business  

Business Capstone, 3 total credits  
BUS 475~ ................................................................. 3 credits
Integrated Business Topics  
Students must select one concentration in a particular area of study at the time of enrollment.

Human Resource Management Concentration (Certificate Track)  
The Human Resource Management concentration helps students develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The concentration addresses the legal and ethical components of the decision making process involved in the human resources environment. The Human Resource Management concentration introduces students to the basic concepts of human resource management, and allows further study in the areas of employment law, risk management, recruitment and selection of employees, international HR, change management, compensation and benefits, employee development, and performance management. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.  
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-hrm.

HRM 300 ~ ................................................................. 3 credits
Fundamentals of Human Resource Management  

HRM 324 ~ ................................................................. 3 credits
Total Compensation  

HRM 326 ~ ................................................................. 3 credits
Employee Development  

HRM 420 ~ ................................................................. 3 credits
Human Resource Risk Management  

HRM 498 ~ ................................................................. 3 credits
Strategic Human Resource Management and Emerging Issues  

Project Management Concentration (Certificate Track)  
The Project Management concentration focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas that lead to professional certification.  
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-pm.

CPMGT 300 ~ ................................................................. 3 credits
Project Management  

CPMGT 301 ~ ................................................................. 3 credits
Strategic Portfolio and Project Management  

CPMGT 302 ~ ................................................................. 3 credits
Procurement and Risk Management  

CPMGT 303~ ................................................................. 3 credits
Project Estimating and Control Techniques  

CPMGT 305~ ................................................................. 3 credits
Project Management Capstone  

The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.

General Information for the BSB (Certificate Track)  
The Certificate Track bachelor’s programs are designed to be an option for students to earn a certificate en-route to earning the bachelor’s degree. Students who completed a certificate in its entirety and who later choose to enroll in a bachelor’s program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the bachelor’s program.

Additional Admission Requirements for the BSB (Certificate Track)  
All applicants are expected to meet the following admissions requirements:
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSB (Certificate Track)
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits.
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.
- Students may earn a certificate in the same area of focus as the concentration en route to completing the bachelor degree. Students may apply for certificate conferral upon successful completion of both the 18 credits required for the certificate and the certificate programmatic requirements outlined in the certificate program policy.
- Students must successfully complete the following programmatic requirements for certificate conferral:
  - Human Resource Management Certificate (HRM) - 18 credits: HRM 300, HRM 324, HRM 326, HRM 420, HRM 434, HRM 498
  - Project Management Certificate (PM) - 18 credits: CPMGT 300, CPMGT 301, CPMGT 302, CPMGT 303, CPMGT 304, CPMGT 305
- Students can only earn one certificate en-route to completing the undergraduate program.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Bachelor of Science in Business

General Education Requirements for the BSB (Certificate Track)
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

- Communication Arts Requirement(s) 6 credits
  - A Track must include: COMM 215, equivalent or higher
  - B Track must include: COM 170 and COM 172

- Mathematics Requirement(s) 6 credits
  - Must include MTH 209 or higher

- Science & Technology Requirement(s) 6 credits
  - B Track must include: SCI 163
  - Must include at least three (3) credits in the physical or biological sciences

- Humanities Requirement(s) 6 credits
  - B Track must include: HUM 114

- Social Science Requirement(s) 6 credits
  - B Track must include: PSY 211

Additional Liberal Arts Requirement(s) 6 credits

Interdisciplinary Requirement(s) 18 credits
- B Track must include: FP 120
- BSB/HRMC must include: MGT 434 ~
- BSB/PMC must include: CPMGT 304 ~

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the BSB (Certificate Track)
- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.
Additional Residency Requirements and Course Waivers for the BSB (Certificate Track)

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

The following courses in the Required Course of Study may not be waived: BUS 475, CPMGT 305, GEN 195, GEN 200, HRM 498

Course Descriptions for the BSB (Certificate Track)

GEN 200 ......................................................................................3 credits

Foundations for General Education and Professional Success

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 195 ...................................................................................3 credits

Foundations of University Studies

The essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at the University of Phoenix are introduced in this course. The course develops and applies practical knowledge and skills immediately relevant to first-year university students. Course topics include goal setting and working with personal motivation, understanding and using University resources, developing efficient study habits, making the most of personal learning styles, and how best to manage time and reduce personal stress levels.

BIS 275.....................................................................................3 credits

Business Communications and Critical Thinking

This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organization's strategic direction.

BIS 220 ......................................................................................3 credits

Introduction to Computer Applications and Systems

This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office™ tools including 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 372 .....................................................................................3 credits

Principles of Microeconomics

This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

LAW 421 .....................................................................................3 credits

Contemporary Business Law

This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

FIN 370 .....................................................................................3 credits

Finance for Business

This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

MKT 421 .....................................................................................3 credits
Marketing
This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues.

RES 351 ........................................................................................................ 3 credits

Business Research
This course evaluates the process of conducting business research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.

QNT 351 ........................................................................................................ 3 credits

Quantitative Analysis for Business
This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.

BUS 475 ........................................................................................................ 3 credits

Integrated Business Topics
The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.

COMM 215 .................................................................................................. 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 200 ........................................................................................................ 3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 ........................................................................................................ 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ........................................................................................................ 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

MTH 209 ........................................................................................................ 3 credits

College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

Course Descriptions for the Human Resource Management Concentration (Certificate Track)

HRM 300 ........................................................................................................ 3 credits

Fundamentals of Human Resource Management
This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.

HRM 324 ........................................................................................................ 3 credits

Total Compensation
This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge and skills required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.

HRM 326 ........................................................................................................ 3 credits

Employee Development
This course explores the role and relevance of employee development in today’s business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the impact education has on employee motivation. The course will also explore methods of program design, development, and assessment.

HRM 420 ........................................................................................................ 3 credits

Human Resource Risk Management
This course introduces students to risk management in a human resources department context. The course introduces basic risk
The Bachelor of Science in Business (Certificate Track) (Maryland-Online)

The following Bachelor of Science in Business (Certificate Track) (BSB) program may be offered at these University of Phoenix campus locations: Online, depending on the state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, finance, business law, management, marketing, organizational behavior, research and evaluation, and technology. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through an integrated topics course.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

BSB (Certificate Track) Program Category Requirements - A Track and B Track

Introductory Course, 3 total credits
GEN 200 (For A Track only).................................3 credits
Foundations for General Education and Professional Success
GEN 195 (For B Track only).................................3 credits
Foundations of University Studies

Communications, 3 total credits
BCOM 275 ~.........................................................3 credits
Business Communications and Critical Thinking

Business Information Systems, 3 total credits
BIS 220 ~..............................................................3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits
MGT 230 ~..............................................................3 credits
Management Theory and Practice
MGT 311 ~..............................................................3 credits
Organizational Development

Accounting, 6 total credits
ACC 290 ~..............................................................3 credits
Principles of Accounting I
ACC 291 ~..............................................................3 credits
Principles of Accounting II

Ethics & Social Responsibility, 3 total credits
ETH 316 ~..............................................................3 credits
Ethics and Social Responsibility

Economics, 6 total credits
ECO 372 ~..............................................................3 credits
Principles of Macroeconomics
ECO 365 ~..............................................................3 credits
Principles of Microeconomics

Business Law, 3 total credits
LAW 421 ~..............................................................3 credits

The course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with business strategies, and the emerging issues facing business. Students will evaluate the HRM competencies and leadership skills needed for a strategic HRM plan. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.

Course Descriptions for the Project Management Concentration (Certificate Track)

CPMGT 300.................................................................................3 credits
Project Management
This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project® software.

CPMGT 301..............................................................................3 credits
Strategic Portfolio and Project Management
This course provides students with insight into the management of an organization’s strategic project portfolio. Students will learn the value of aligning a project’s goals and objectives with the organization’s strategies and stakeholders’ interests. In addition, this course will illustrate how project teams are used to accomplish continuous improvement and to facilitate change within the organization. Students will also examine the characteristics of global and virtual project management.

CPMGT 302..............................................................................3 credits
Procurement and Risk Management
This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.

CPMGT 303..............................................................................3 credits
Project Estimating and Control Techniques
To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students will develop 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.

CPMGT 304..............................................................................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.
Contemporary Business Law
Finance, 3 total credits
FIN 370 ~ ................................................................. 3 credits
Finance for Business
Marketing, 3 total credits
MKT 421~ ................................................................. 3 credits
Marketing
Research and Statistics, 6 total credits
RES 351~ ................................................................. 3 credits
Business Research
QNT 351~ ................................................................. 3 credits
Quantitative Analysis for Business
Business Capstone, 3 total credits
BUS 475~ ................................................................. 3 credits
Integrated Business Topics
Students must select one emphasis in a particular area of study at
the time of enrollment. Students may also complete an additional emphasis. Please contact
your academic representative for more information.

Human Resource Management Emphasis (Certificate Track)
The Human Resource Management emphasis helps students
develop an understanding of the fundamentals of human resource
management and its strategic relevance in business. The emphasis
addresses the legal and ethical components of the decision making
process involved in the human resources environment. The
Human Resource Management emphasis introduces students to
the basic concepts of human resource management, and allows fur-
ther study in the areas of employment law, risk management,
recruitment and selection of employees, international HR, change
management, compensation and benefits, employee development,
and performance management. Students will also develop an
understanding of the critical business implications for human
resource professionals today and in the future. HR practitioners
and managers must be equipped with a solid understanding of the
fundamentals of human resource management, along with strong
skills in the areas of systems thinking, problem solving, influenc-
ing, negotiating, communications, and leadership. This program is
consistent with generally accepted human resource management
principles, including the professional certification knowledge
areas.

For more information about our graduation rates, the median debt
of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/
programs/bsb-hrm.

HRM 300 ~ ................................................................. 3 credits
Fundamentals of Human Resource Management
HRM 324 ~ ................................................................. 3 credits
Total Compensation
HRM 326 ~ ................................................................. 3 credits
Employee Development
HRM 420 ~ ................................................................. 3 credits
Human Resource Risk Management
HRM 498 ~ ................................................................. 3 credits
Strategic Human Resource Management and Emerging Issues

Project Management Emphasis (Certificate Track)
The Project Management emphasis focuses on the professional suc-
cess of its students. It emphasizes real-world application with
assignments designed to apply the newfound skills and knowl-
edge 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 gener-
ally accepted project management principles, including the project
management processes and knowledge areas that lead to profes-
sional certification.

For more information about our graduation rates, the median debt
of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/
programs/bsb-pm.

CPMG 300 ~ ................................................................. 3 credits
Project Management
CPMG 301 ~ ................................................................. 3 credits
Strategic Portfolio and Project Management
CPMG 302 ~ ................................................................. 3 credits
Procurement and Risk Management
CPMG 303~ ................................................................. 3 credits
Project Estimating and Control Techniques
CPMG 305 ~ ................................................................. 3 credits
Project Management Capstone

The University reserves the right to modify the required course of
study. Please note that within each state, emphasis availability may
vary by campus location.

General Information for the BSB (Certificate Track)
The Certificate Track bachelor's programs are designed to be an
option for students to earn a certificate en-route to earning the
bachelors degree.

Students who completed a certificate in its entirety and who later
choose to enroll in a bachelor's program with an emphasis in the
same area of focus as the completed certificate will not be required
to enroll in the Certificate Track and will not earn a second
certificate en-route to completing the bachelor program.

Additional Admission Requirements for the BSB (Certificate
Track)
All applicants are expected to meet the following admissions
requirements:

• High school graduation from an institution that holds state
approval to confer high school diplomas or are accredited or a
candidate for accreditation at the time the student attended by
an acceptable accrediting body, GED certificate or CHSPE
(California High School Proficiency Examination) certificate.

• Applicants must be currently employed or have access to a work
environment.

Degree Requirements for the BSB (Certificate Track)

• Completion of a minimum of 120 credits that include the
following distribution:
  • A minimum of 45 upper division credits.
  • A minimum of 54 of the 120 credits must be in the general
education areas approved by the University.
  • A minimum grade point average (GPA) of 2.0.

• Students may earn a certificate in the same area of focus as the
emphasis en route to completing the bachelor degree. Students
may apply for certificate confer from upon successful completion
of both the 18 credits required for the certificate and the
certificate programmatic requirements outlined in the certificate
program policy.


• Students must successfully complete the following programmatic requirements for certificate conferral:
  • Human Resource Management Certificate (HRM) - 18 credits: HRM 300, HRM 324, HRM 326, HRM 420, HRM 434, HRM 498
  • Project Management Certificate (PM) - 18 credits: CPMGT 300, CPMGT 301, CPMGT 302, CPMGT 303, CPMGT 304, CPMGT 305
• Students can only earn one certificate en-route to completing the undergraduate program.
• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Bachelor of Science in Business

General Education Requirements for the BSB (Certificate Track)
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
Communication Arts Requirement(s) 6 credits
A Track must include: COMM 215, equivalent or higher
B Track must include: COM 170 and COM 172
Mathematics Requirement(s) 6 credits
Must include MTH 209 or higher
Science & Technology Requirement(s) 6 credits
B Track must include: SCI 163
Must include at least three (3) credits in the physical or biological sciences
Humanities Requirement(s) 6 credits
B Track must include: HUM 114
Social Science Requirement(s) 6 credits
B Track must include: PSY 211
Additional Liberal Arts Requirement(s) 6 credits
Interdisciplinary Requirement(s) 18 credits
B Track must include: FP 120
BSB/HRMC must include: MGT 434
BSB/PMC must include CPMGT 304
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the BSB (Certificate Track)
• All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
• GEN 195 will be required as the first course in the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other program applicable course.

• With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
  The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSB
Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
The following courses in the Required Course of Study may not be waived: BUS 475, CPMGT 305, GEN 195, GEN 200, HRM 498

Course Descriptions for the BSB (Certificate Track)
GEN 200 ...................................................................................3 credits
Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.
GEN 195 ...................................................................................3 credits
Foundations of University Studies
The essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at the University of Phoenix are introduced in this course. The course develops and applies practical knowledge and skills immediately relevant to first-year university students. Course topics include goal setting and working with personal motivation, understanding and using
University resources, developing efficient study habits, making the most of personal learning styles, and how best to manage time and reduce personal stress levels.

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 introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organization's strategic direction.

BUS 475 .................................................................................. 3 credits

Quantitative Analysis for Business
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.

LAW 421 .................................................................................. 3 credits

Contemporary Business Law
This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues.

MKT 421 .................................................................................. 3 credits

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 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.

QNT 351 .................................................................................. 3 credits

Quantitative Analysis for Business
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.
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

Skills for Professional Development
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 Human Resource Management Emphasis (Certificate Track)
HRM 300 .................................................................3 credits

Fundamentals of Human Resource Management
This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.

HRM 324 .................................................................3 credits

Total Compensation
This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge and skills required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.

HRM 328 .................................................................3 credits

Employee Development
This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the impact education has on employee motivation. The course will also explore methods of program design, development, and assessment.

HRM 420 .................................................................3 credits

Human Resource Risk Management
This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

HRM 498 .................................................................3 credits

Strategic Human Resource Management and Emerging Issues
This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with business strategies, and the emerging issues facing business. Students will evaluate the HRM competencies and leadership skills needed for a strategic HRM plan. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.

Course Descriptions for the Project Management Emphasis (Certificate Track)
CPMGT 300 .................................................................3 credits

Project Management
This course examines project management roles and environments, the project life cycle, and various techniques of work planning, control and evaluation to achieve project objectives. The tools cur-
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 project parameters and work situations.

CPMT 305 ........................................................................................................ 3 credits

Project Management Capstone

This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management skills learned via the preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.

Bachelor of Science in Management

The following Bachelor of Science in Management (BSM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross functional managers in any organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The curriculum focuses on the development of management roles. It emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Through a participative learning environment structured for adult learners, students are taught to manage innovation and apply professional skills and knowledge. Special emphasis can be placed on key management areas, including, leadership, general management, or human resource management based on student preference.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

BSM Program Category Requirements - A Track and B Track

Communications, 3 total credits

BCOM 275 ~ ................................................................. 3 credits

Business Communications and Critical Thinking

(Prerequisite requirement only applies to B Track students)

Management, 3 total credits

PHL 458 ~ ................................................................. 3 credits

Creative Minds and Critical Thinking

Ethics and Social Responsibility, 3 total credits

ETH 316 ~ ................................................................. 3 credits

Ethics and Social Responsibility

Business Law, 3 total credits

LAW 421 ~ ................................................................. 3 credits

Contemporary Business Law

Research and Statistics, 3 total credits

RES 320 ~ ................................................................. 3 credits

Foundations of Research

Marketing, 3 total credits

PSY 322 ~ ................................................................. 3 credits

Consumer Psychology and Research

Business Information Systems, 3 total credits

BIS 320 ~ ................................................................. 3 credits

Business Information Systems

Economics, 3 total credits

ECO 365 ~ ................................................................. 3 credits

Principles of Microeconomics

Accounting, 3 total credits

ACC 300 ~ ................................................................. 3 credits

Principles of Accounting

Finance, 3 total credits

FIN 370 ~ ................................................................. 3 credits

Finance for Business

Management Capstone, 3 total credits

MGT 498 ~ ................................................................. 3 credits

Strategic Management

Business/Management Electives, 15 total credits

Students are required to complete 15 upper division credits of Business/Management specific electives.

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSM

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Degree Requirements for the BSM

• Completion of a minimum of 120 credits that include the following distribution:

  • A minimum of 45 upper division credits.
  • A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  • A minimum program grade point average (GPA) of 2.0.
  • Students holding an associate degree from the University or a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution will have that associate degree emphasis(es) noted on the student’s University of Phoenix transcript when the BSM degree is conferred.
  • Students with an associate degree in business, management, arts, general studies, liberal arts, nursing or pre-medicine are not eligible for an emphasis.
  • Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows:

General Education Requirements for the BSM

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts Requirement(s) 6 credits

Mathematics Requirement(s) 6 credits

Science & Technology Requirement(s) 9 credits

Humanities Requirement(s) 9 credits

Social Science Requirement(s) 9 credits

Interdisciplinary Requirement(s) 9 credits

Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the BSM for Arkansas

A minimum of 54 of the 120 credits must be in the general education credits required for their program.

Academic Progression Requirements for the BSM

• All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to complete the First-Year Sequence (B Track).

• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.

• GEN 195 will be required as the first course in the First-Year Sequence.

• All FYS requirements must be satisfied prior to enrolling in any other program applicable course.

• With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:

  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.

• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take BCOM 275 Business Communications and Critical Thinking as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)

• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.

• Students may not complete any of the First-Year Sequence courses via Directed Study.

• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSM

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

The 15 credit upper division BSM Business/Management Elective requirement may be satisfied by any of the following means:

• Upper division University of Phoenix Business/Management coursework.

• Upper division Business/Management transfer coursework that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date.

• Upper division Business/Management National Testing Program exams that are acceptable for transfer and were completed within the past ten (10) years from current program enrollment agreement sign date.

• Upper division Business/Management ACE credits (including military) that are acceptable for transfer and were completed within the past ten (10) years from current program enrollment agreement sign date.

• Upper division Business/Management Prior learning that has been assessed for credit-worthiness by either the Prior Learning Assessment department or by one of the University’s Colleges, Schools or Provost’s Office completed within the past ten (10) years from current program enrollment agreement sign date.

The following courses in the Required Course of Study may not be waived: MGT 420, MGT 498.

Course Descriptions for the BSM

BCOM 275 ................................................................. 3 credits

Business Communications and Critical Thinking

This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organization’s strategic direction.

PHL 458 ................................................................. 3 credits

Creative Minds and Critical Thinking

In this course students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development.

The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.

ETH 316 ........................................................................ 3 credits

Ethics and Social Responsibility

This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the inter-related nature of ethics, morality, legal responsibility, and social issues.

LAW 421 ...................................................................... 3 credits

Contemporary Business Law

This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

RES 320 ................................................................. 3 credits

Foundations of Research

This is a course introducing the foundations of research. Research principles and the scientific method are applied to professional situations. The course is designed to equip students with an understanding of commonly employed research methodologies that can be utilized to improve productivity and increase customer satisfaction.

PSY 322 ...................................................................... 3 credits

Consumer Psychology and Research

This course focuses on consumer behavior and marketing research. Topics include the cognitive processes underlying consumer choice, descriptive consumer characteristics, and environmental consumer behavior. This course emphasizes the implications of consumer behavior on domestic and global marketing communications.

BIS 320 ...................................................................... 3 credits

Business Information Systems

This course provides instruction on the use of Business Information Systems. Students apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.

ECO 365 ...................................................................... 3 credits

Principles of Microeconomics

This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ACC 300 ...................................................................... 3 credits

Principles of Accounting

This course focuses on principles of accounting for the non-accounting student. Emphasis will be placed on the accounting equation and transactions, financial statement preparation and analysis, internal controls, regulatory environment, compliance, and global business implications.
FIN 370 ...................................................................................3 credits
Finance for Business
This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

MGT 498 ................................................................................... 3 credits
Strategic Management
This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan.

COMM 215 .................................................................3 credits
Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 200 ...................................................................................3 credits
Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 .................................................................3 credits
Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ...................................................................................3 credits
Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

MTH 209 .................................................................3 credits
College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

MTH 220 ...................................................................................3 credits
College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

CHM 110 ...................................................................................3 credits
Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 ...................................................................................3 credits
Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 ...................................................................................3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ...................................................................................3 credits
State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

Bachelor of Science in Management Concentration in Manufacturing Sector

The following Bachelor of Science in Management Concentration in Manufacturing Sector (BSM/MAN) program may be offered at these
University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross functional managers in any organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The curriculum focuses on the development of management roles. It emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Through a participative learning environment structured for adult learners, students are taught to manage innovation and apply professional skills and knowledge. Special emphasis can be placed on key management areas, including leadership, general management, or human resource management based on student preference. The Manufacturing Sector (MAN) concentration focuses on strategic performance improvement of all business planning, global sourcing and procurement, production, and logistical activities that make up an organization’s operations and supply chain. The program highlights the important role that operations and supply chain play in satisfying customer demands and expectations. The program also emphasizes a company’s need to develop and maintain a sustainable competitive advantage through the efficient and effective performance of all operations. The program provides the most current content in the manufacturing field as outlined by various specialized manufacturing and supply chain organizations and experts. In addition to courses in the BSM foundation and courses specific to manufacturing, the degree concentration has coursework that stresses key business related knowledge and skill development in the areas of computers and information processing, business law, macro-economics, financial analysis, and marketing.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsm-man.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

BSM/MAN Program Category Requirements - A Track and B Track

Communications, 3 total credits
- BCOM 275 ~ ................................................................................... 3 credits
  Business Communications and Critical Thinking
  (The prerequisite requirement only applies to B Track students)

Management, 3 total credits
- PHL 458 ~ ................................................................................ 3 credits
  Creative Minds and Critical Thinking

Ethics and Social Responsibility, 3 total credits
- ETH 316 ~ ................................................................................ 3 credits

Business Law, 3 total credits
- LAW 421 ~ ............................................................................... 3 credits
  Contemporary Business Law

Research and Statistics, 3 total credits
- RES 320 ~ .................................................................................. 3 credits
  Foundations of Research

Marketing, 3 total credits
- PSY 322 ~ ..................................................................................... 3 credits
  Consumer Psychology and Research

Business Information Systems, 3 total credits
- BIS 320 ~ ..................................................................................... 3 credits
  Business Information Systems

Economics, 3 total credits
- ECO 365 ~ ................................................................................ 3 credits
  Principles of Microeconomics

Accounting, 3 total credits
- ACC 300 ~ ................................................................................ 3 credits
  Principles of Accounting

Finance, 3 total credits
- FIN 370 ~ ................................................................................... 3 credits
  Finance for Business

Management Capstone, 3 total credits
- MGT 498 ~ ................................................................................ 3 credits
  Strategic Management

Manufacturing Sector Concentration, 15 total credits
- OI 361 ~ ................................................................................... 3 credits
  Innovation, Design, and Creativity for a Competitive Advantage

Global Sourcing and Procurement
- MGT 420 ~ ................................................................................ 3 credits
  Managing Quality in the Supply Chain

Students must choose three of the following BSM/MAN Concentration Electives:
  - HRM 420 ~ ................................................................................ 3 credits
  - Human Resource Risk Management
  - ISCOM 352 ~ ........................................................................... 3 credits
  - Logistics Management
  - ISCOM 472 ~ ........................................................................... 3 credits
  - Lean Enterprise
  - ISCOM 471 ~ ........................................................................... 3 credits
  - Operations Management
  - ISCOM 473 ~ ........................................................................... 3 credits
  - Global Sourcing and Procurement

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSM/MAN

All applicants are expected to meet the following admissions requirements:
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
  - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Degree Requirements for the BSM/MAN
• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 45 upper division credits.
  • A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  • A minimum grade point average (GPA) of 2.0.
  • Students holding an associate degree from the University or a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution will have that associate degree emphasis(es) noted on the student’s University of Phoenix transcript when the BSM degree is conferred, if applicable.
  • Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows: Bachelor of Science in Management

General Education Requirements for the BSM/MAN

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts Requirement 6 credits
(A Track must include COMM 215, equivalent, or higher)
(B Track must include: COM 170 and COM 172)

Mathematics Requirement 6 credits
(Must include MTH 209, equivalent, or higher)

Science & Technology Requirement 6 credits
(B Track must include: SCI 163)
Must include at least three (3) credits in the physical or biological sciences

Humanities Requirement 6 credits
(B Track must include: HUM 114)

Social Science Requirement 6 credits
(B Track must include: PSY 211)

Additional Liberal Arts Requirement 6 credits
(B Track must include: GEN 195)

Interdisciplinary Requirement 18 credits
(B Track must include: FP 120)

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSM/MAN for Arkansas Students

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts Requirement(s) 6 credits
(A Track must include: COMM 215, equivalent, or higher)
(B Track must include: COM 170 and COM 172)

Mathematics Requirement(s) 6 credits
Must include MTH 220

Science & Technology Requirement(s) 9 credits
(B Track must include: SCI 163)
Must include CHM 110 and PHY 101 or equivalent transfer coursework with a lab component.

Humanities Requirement(s) 9 credits
(B Track must include: HUM 114)

Social Science Requirement(s) 9 credits
(B Track must include: PSY 211)

Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content.

Additional Liberal Arts Requirement(s) 6 credits
(B Track must include: GEN 195)

Interdisciplinary Requirement(s) 9 credits
(B Track students must include: FP 120)

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the BSM/MAN

• All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to complete the First-Year Sequence (B Track).
• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
• GEN 195 will be required as the first course in the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
• With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
  • The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who lack 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take BCOM 275 Business Communications and Critical Thinking as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSM/MAN
Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
The following courses in the Required Course of Study may not be waived: MGT 420, MGT 498

Course Descriptions for the BSM/MAN

BCOM 275................................................................. 3 credits
Business Communications and Critical Thinking
This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communication styles, solving organizational problems, and the evaluation of an organization's strategic direction.

PHL 458................................................................. 3 credits
Creative Minds and Critical Thinking
In this course students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.

ETH 316................................................................. 3 credits
Ethics and Social Responsibility
This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the inter-related nature of ethics, morality, legal responsibility, and social issues.

LAW 421 .................................................................. 3 credits

Contemporary Business Law
This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

RES 320................................................................. 3 credits

Foundations of Research
This is a course introducing the foundations of research. Research principles and the scientific method are applied to professional situations. The course is designed to equip students with an understanding of commonly employed research methodologies that can be utilized to improve productivity and increase customer satisfaction.

PSY 322................................................................. 3 credits
Consumer Psychology and Research
This course focuses on consumer behavior and marketing research. Topics include the cognitive processes underlying consumer choice, descriptive consumer characteristics, and environmental consumer behavior. This course emphasizes the implications of consumer behavior on domestic and global marketing communications.

BIS 320..................................................................................................... 3 credits

Business Information Systems
This course provides instruction on the use of Business Information Systems. Students apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.

ECO 365 ................................................................. 3 credits

Principles of Microeconomics
This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ACC 300................................................................. 3 credits

Principles of Accounting
This course focuses on principles of accounting for the non-accounting student. Emphasis will be placed on the accounting equation and transactions, financial statement preparation and analysis, internal controls, regulatory environment, compliance, and global business implications.

FIN 370.................................................................................. 3 credits

Finance for Business
This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

MGT 498............................................................................... 3 credits

Strategic Management
This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan.

COMM 215 ................................................................. 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 200................................................................. 3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional
competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 ....................................................................................3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ......................................................................................3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed for adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

MTH 209 ..................................................................................3 credits

College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

MTH 220 ..................................................................................3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

CHM 110 ....................................................................................3 credits

Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 ....................................................................................3 credits

Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 ....................................................................................3 credits

The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ....................................................................................3 credits

State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

Course Descriptions for the Manufacturing Sector Concentration

OIE 365 ....................................................................................3 credits

Knowledge Management and Intellectual Capital
In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today's increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization's long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.

MGT 420 ....................................................................................3 credits

Managing Quality in the Supply Chain
This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.

HRM 420 ....................................................................................3 credits

Human Resource Risk Management
This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

ISC 352 ....................................................................................3 credits

Logistics Management
This course provides an overview of logistics management within a supply chain operation. This includes an analysis of different modes of transportation, logistics management within the United States, and logistics management in the global market. Special emphasis is placed on transportation and fleet management elements including operations management, information technology, decision support systems, fuel savings strategies, and reverse logis-
The Bachelor of Science in Management Emphasis in Manufacturing Sector (Maryland-Online) is designed to develop the professional knowledge and skills of cross-functional managers in any organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The curriculum focuses on the development of management roles. It emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Through a participative learning environment structured for adult learners, students are taught to manage innovation and apply professional skills and knowledge. Special emphasis can be placed on key management areas, including, leadership, general management, or human resource management based on student preference.

The Manufacturing Sector (MAN) emphasis focuses on strategic performance improvement of all business planning, global sourcing and procurement, production, and logistical activities that make up an organization’s operations and supply chain. The program highlights the important role that operations and supply chain play in satisfying customer demands and expectations. The program also emphasizes a company’s need to develop and maintain a sustainable competitive advantage through the efficient and effective performance of all operations. The program provides the most current content in the manufacturing field as outlined by various specialized manufacturing and supply chain organizations and experts. In addition to courses in the BSB foundation and courses specific to manufacturing, the degree emphasis has coursework that stresses key business related knowledge and skill development in the areas of computers and information processing, business law, macro-economics, financial analysis, and marketing. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsm-man.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**BSM/MAN Program Category Requirements - A Track and B Track**

**Communications, 3 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BCOM 275 ~</td>
<td>3 credits</td>
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</tbody>
</table>

**Business Communications and Critical Thinking**

(Prerequisite requirement only applies to B Track students)

**Management, 3 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHL 458 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Creative Minds and Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>Ethics and Social Responsibility, 3 total credits</td>
<td></td>
</tr>
<tr>
<td>ETH 316 ~</td>
<td>3 credits</td>
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</tbody>
</table>

**Business Law, 3 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LAW 421 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Contemporary Business Law</td>
<td></td>
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</tbody>
</table>

**Research and Statistics, 3 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RES 320 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Foundations of Research</td>
<td></td>
</tr>
</tbody>
</table>

**Marketing, 3 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 322 ~</td>
<td>3 credits</td>
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<tr>
<td>Principles of Accounting</td>
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</table>

**Economics, 3 total credits**

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC 300 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td></td>
</tr>
<tr>
<td>Accounting, 3 total credits</td>
<td></td>
</tr>
<tr>
<td>ECO 365 ~</td>
<td>3 credits</td>
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</table>

**Finance, 3 total credits**

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FIN 370 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Principles of Accounting</td>
<td></td>
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</tbody>
</table>

**Management Capstone, 3 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGT 498~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Strategic Management</td>
<td></td>
</tr>
</tbody>
</table>

**Manufacturing Sector Emphasis, 15 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OI 361 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Innovation, Design, and Creativity for a Competitive Advantage</td>
<td></td>
</tr>
<tr>
<td>MGT 420 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Managing Quality in the Supply Chain</td>
<td></td>
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</tbody>
</table>

Students must choose three of the following BSM/MAN Emphasis Electives:
Degree Requirements for the BSM/MAN

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits.
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.
- Students holding an associate degree from the University or a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution will have that associate degree emphasis(es) noted on the student’s University of Phoenix transcript when the BSM degree is conferred, if applicable.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows: Bachelor of Science in Management

General Education Requirements for the BSM/MAN

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts Requirement 6 credits
(A Track must include COMM 215, equivalent, or higher)
(B Track must include: COM 170 and COM 172)

Mathematics Requirement 6 credits
(Must include MTH 209, equivalent, or higher)

Science & Technology Requirement 6 credits
(B Track must include: SCI 163)
Must include at least three (3) credits in the physical or biological sciences

Humanities Requirement 6 credits
(B Track must include: HUM 114)

Social Science Requirement 6 credits
(B Track must include: PSY 211)

Additional Liberal Arts Requirement 6 credits
(B Track must include: GEN 195)

Interdisciplinary Requirement 18 credits
(B Track must include: FP 120)

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the BSM/MAN

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to complete the First-Year Sequence (B Track).
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take BCOM 275 Business Communications and Critical Thinking as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSM/MAN

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. The following courses in the Required Course of Study may not be waived: MGT 420, MGT 498
Course Descriptions for the BSM/MAN

BCOM 275................................................................. 3 credits

Business Communications and Critical Thinking
This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organization's strategic direction.

PHL 458................................................................. 3 credits

Creative Minds and Critical Thinking
In this course students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.

ETH 316................................................................. 3 credits

Ethics and Social Responsibility
This course provides a foundational perspective for ethics and social responsibility in relationships to individuals, organizations, and the community. Emphasis is placed on the inter-related nature of ethics, morality, legal responsibility, and social issues.

LAW 421 ........................................................................... 3 credits

Contemporary Business Law
This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

RES 320................................................................. 3 credits

Foundations of Research
This is a course introducing the foundations of research. Research principles and the scientific method are applied to professional situations. The course is designed to equip students with an understanding of commonly employed research methodologies that can be utilized to improve productivity and increase customer satisfaction.

PSY 322................................................................. 3 credits

Consumer Psychology and Research
This course focuses on consumer behavior and marketing research. Topics include the cognitive processes underlying consumer choice, descriptive consumer characteristics, and environmental consumer behavior. This course emphasizes the implications of consumer behavior on domestic and global marketing communications.

BIS 320................................................................. 3 credits

Business Information Systems
This course provides instruction on the use of Business Information Systems. Students apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.

ECO 365 ................................................................. 3 credits

Principles of Microeconomics
This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ACC 300................................................................. 3 credits

Principles of Accounting
This course focuses on principles of accounting for the non-accounting student. Emphasis will be placed on the accounting equation and transactions, financial statement preparation and analysis, internal controls, regulatory environment, compliance, and global business implications.

FIN 370 ................................................................. 3 credits

Finance for Business
This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

MGT 498 ................................................................. 3 credits

Strategic Management
This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan.

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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.

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Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

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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
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This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

MTH 220 ................................................................. 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

CHM 110 ................................................................. 3 credits

Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 ................................................................. 3 credits

Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principal laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 ................................................................. 3 credits

The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

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Course Descriptions for the Manufacturing Sector Emphasis

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In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today’s increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization’s long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.

MGT 420 ................................................................. 3 credits

Managing Quality in the Supply Chain
This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.

HRM 420 ................................................................. 3 credits

Human Resource Risk Management
This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

ISCOM 352 ................................................................. 3 credits

Logistics Management
This course provides an overview of logistics management within a supply chain operation. This includes an analysis of different modes of transportation, logistics management within the United States, and logistics management in the global market. Special emphasis is placed on transportation and fleet management elements including operations management, information technology, decision support systems, fuel savings strategies, and reverse logistics considerations.

ISCOM 472 ................................................................. 3 credits

Lean Enterprise
This course provides an overview of lean manufacturing practices within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection and analysis of process performance data and the removal of those activities that are determined to be wasteful or non-essential.

ISCOM 471 ................................................................. 3 credits

Operations Management
This course provides an overview of operations management. Stu-
dents will analyze the planning, organizing, controlling, and general management of productive resources in manufacturing and service organizations. This course also addresses the design and control of systems that are responsible for the efficient use of raw materials, labor, equipment, and facilities in the production of customer satisfying products and services.

ISCOM 473 ........................................................................ 3 credits

Global Sourcing and Procurement
This course introduces students to the changing world of purchasing and its relationship to supply chains. It addresses purchasing operations and structures, strategic sourcing processes and the critical supply chain elements of managing supply chain inventory, information systems, as well as performance measurement and evaluation.

Bachelor of Science in Accounting

The following Bachelor of Science in Accounting (BSACC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Accounting (BSACC) promotes identification with, and orientation to, the accounting profession and is designed to provide knowledge and skills necessary to an accounting career. In addition to the key accounting course work at the introductory and intermediate levels, critical areas of study including auditing and taxation are required in the program. The importance of ethics and international issues are emphasized throughout the curriculum, along with core competencies in technology and communication. The program utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. The program also addresses the goals of professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills of the professional accounting environment and provides additional coverage on the International Financial Reporting Standards (IFRS). Students are also exposed to varied business disciplines including economics, statistics, business law, corporate finance, and marketing to provide the general business overview and context necessary for accounting studies. This program is consistent with generally accepted accounting principles, including the accounting processes and knowledge areas that lead to professional certification.

At the conclusion of the BSACC program:

- Graduates will be able to apply financial accounting principles to record and communicate business activities to stakeholders.
- Graduates will be able to analyze accounting financial statements to support effective fiscal decision making.
- Graduates will be able to evaluate various accounting activities in relation to ethical, legal, and professional standards.
- Graduates will be able to demonstrate an understanding of issues in the areas of government and not-for-profit accounting, international transactions, taxation, and auditing.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsacc.

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student’s specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction’s requirements will be consistent with the requirements at the time of admission.

This program does not meet the Minnesota State Board of Accountancy requirements to sit for the CPA examination, additional coursework is required.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements - A Track and B Track

Communications, 3 total credits
BCOM 230 ~ ................................................................. 3 credits
Business Communication for Accountants
(The prerequisite requirement only applies to B Track students)

Business Information Systems, 3 total credits
BIS 220 ~ ................................................................. 3 credits
Introduction to Computer Applications and Systems
(The prerequisite requirement only applies to B Track students)

Management, 6 total credits
MGT 230 ~ ................................................................. 3 credits
Management Theory and Practice
MGT 311 ~ ................................................................. 3 credits
Organizational Development

Accounting Principles, 6 total credits
ACC 290 ~ ................................................................. 3 credits
Principles of Accounting I
ACC 291 ~ ................................................................. 3 credits
Principles of Accounting II

Business Strategy, 3 total credits
MKT 421 ~ ................................................................. 3 credits
Marketing

Ethics, 3 total credits
ETH 376 ~ ................................................................. 3 credits
Accounting Ethics and Professional Regulations

Law, 3 total credits
LAW 421 ~ ................................................................. 3 credits
Contemporary Business Law

Economics, 6 total credits
ECO 365 ~ ................................................................. 3 credits
Principles of Microeconomics
ECO 372 ~ ................................................................. 3 credits
Principles of Macroeconomics

Marketing, 3 total credits
MKT 421 ~ ................................................................. 3 credits
Marketing

Finance, 3 total credits
FIN 370 ~ ................................................................. 3 credits
Finance for Business

Quantitative Studies, 3 total credits

285
Students must choose one of the following courses:

- Tax, 3 total credits
- Intermediate Accounting, 9 total credits
- Cost Accounting, 3 total credits
- Accounting Information Systems, 3 total credits
- Strategy, 3 total credits
- Accounting Research, 3 total credits
- Auditing, 6 total credits
- Government & Non-Profit Accounting, 3 total credits
- Integrated Business Topics

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the BSACC**

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

**Degree Requirements for the BSACC**

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 57 upper division credits.
  - A minimum of 48 of the 120 credits must be in the general education areas approved by the University.
  - A minimum program grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Accounting

**General Education Requirements for the BSACC for Arkansas Students**

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

- Communication Arts Requirement 6 credits
  - (A Track must include: COMM 215, equivalent, or higher)
  - (B Track must include: COM 170 and COM 172)
- Mathematics Requirement 6 credits
  - (Must include MTH 209, equivalent, or higher)
- Science & Technology Requirement 6 credits
  - (B Track must include: SCI 163)
- Humanities Requirement 6 credits
  - (B Track must include: HUM 114)
- Social Science Requirement 6 credits
  - (B Track must include: PSY 211)
- Additional Liberal Arts Requirement 3 credits
  - (B Track must include: GEN 195)
- Interdisciplinary Requirement 15 credits
  - (B track must include: FP 120)
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**General Education Requirements for the BSACC for Arkansas Students**

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

- Communication Arts Requirement(s) 6 credits
  - (A Track must include COMM 215, equivalent, or higher)
  - (B Track must include: COM 170 and COM 172)
- Mathematics Requirement(s) 6 credits
  - (Must include MTH 209, equivalent, or higher)
- Science & Technology Requirement 6 credits
  - (B Track must include: SCI 163)
- Humanities Requirement(s) 9 credits
  - (B Track must include: HUM 114)
- Social Science Requirement(s) 9 credits
  - (B Track must include: PSY 211)
- Additional Liberal Arts Requirement 3 credits
  - (B Track must include: GEN 195)
- Interdisciplinary Requirement 15 credits
  - (B track must include: FP 120)
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
Additional Liberal Arts Requirement(s) 6 credits
(B Track must include: GEN 195)

Interdisciplinary Requirement(s) 9 credits
(B Track must include: FP 120)

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the BSACC

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take BCOM 230 Business Communication for Accountants as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSACC

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

The following courses in the required course of study may not be waived: ACC 497 and BCOM 230, BUS 475.

Course Descriptions for the BSACC

BCOM 230 ............................................................................... 3 credits

Business Communication for Accountants

This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

BIS 220 .................................................................................. 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

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 con-
trolling from the perspective of a practicing manager.

ACC 291 .................................................................3 credits

Principles of Accounting II
This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

ETH 376 ....................................................................................3 credits

Accounting Ethics and Professional Relations
This course providing a foundation in the nature of ethics, moral, legal, and social issues in the accounting and business environments. Students learn topics including ethical reasoning, dealing with controversial issues, and the roles and responsibilities of accounting and auditing professionals. Other topics include a discussion of the AICPA Code of Professional Conduct and the Sarbanes-Oxley Act.

LAW 421...................................................................................3 credits

Contemporary Business Law
This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

ECO 365....................................................................................3 credits

Principles of Microeconomics
This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 372....................................................................................3 credits

Principles of Macroeconomics
This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

MKT 421 ...................................................................................3 credits

Marketing
This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues.

FIN 370 ...................................................................................3 credits

Finance for Business
This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

QNT 351 ...................................................................................3 credits

Quantitative Analysis for Business
This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.

BUS 475 ...................................................................................3 credits

Integrated Business Topics
The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.

ACC 349 ...................................................................................3 credits

Cost Accounting
This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.

ACC 421 ...................................................................................3 credits

Intermediate Financial Accounting I
This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, revenue recognition, statement of cash flows and full disclosure issues.

ACC 422 ...................................................................................3 credits

Intermediate Financial Accounting II
This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, stockholder’s equity, and earnings per share. The course finishes with a look at investments and revenue recognition. Intertwined in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 423 ...................................................................................3 credits

Intermediate Financial Accounting III
This course is the third of a three-part series of courses related to intermediate accounting. This course examines owner’s equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Intertwined in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 455 ...................................................................................3 credits
Corporate Taxation
This course is a basic introduction to federal corporate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 456 ................................................................. 3 credits

Individual/Estate Taxation
This course is a basic introduction to federal individual and estate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 460 ................................................................. 3 credits

Government and Non-Profit Accounting
This course covers fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both government and non-profit entities.
ACC 491 ................................................................. 3 credits

Contemporary Auditing I
This course is the first in a two-part series that deals with auditing a company’s financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include auditing standards, evidence, audit planning and documentation, materiality and risk, internal control, statistical tools, and the overall audit plan and program.
ACC 492 ................................................................. 3 credits

Contemporary Auditing II
This course is the second in a two-part series that deals with auditing a company’s financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include the personnel and payroll system, inventory, capital acquisition cycle, selected balance sheet and income statement accounts, audit reports, assurances and other services, professional ethics, and legal responsibilities.
ACC 497 ................................................................. 3 credits

Advanced Topics in Accounting Research
This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.

COMM 215 ............................................................... 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.
GEN 200 ................................................................. 3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 ................................................................. 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.
GEN 300 ................................................................. 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.
MTH 209 ................................................................. 3 credits

College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.
MTH 220 ................................................................. 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.
CHM 110 ................................................................. 3 credits

Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
PHY 101 ................................................................. 3 credits

Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The
topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 ................................................................. 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ................................................................. 3 credits
State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

Bachelor of Science/Concentration in Accounting (Ohio)

The following Bachelor of Science/Concentration in Accounting (BSACC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Accounting (BSACC) promotes identification with, and orientation to, the accounting profession and is designed to provide knowledge and skills necessary to an accounting career. In addition to the key accounting course work at the introductory and intermediate levels, critical areas of study including auditing and taxation are required in the program. The importance of ethics and international issues is emphasized throughout the curriculum, along with core competencies in technology and communication. The program utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. The program also addresses the goals of professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills of the professional accounting environment and provides additional coverage on the International Financial Reporting Standards (IFRS). Students are also exposed to varied business disciplines including economics, statistics, business law, corporate finance, and marketing to provide the general business overview and context necessary for accounting studies. This program is consistent with generally accepted accounting principles, including the accounting processes and knowledge areas that lead to professional certification.

At the conclusion of the BSACC program:
- Graduates will be able to apply financial accounting principles to record and communicate business activities to stakeholders.
- Graduates will be able to analyze accounting financial statements to support effective fiscal decision making.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsacc.

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student’s specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction’s requirements will be consistent with the requirements at the time of admission.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements - A Track and B Track

Communications, 3 total credits
BCOM 230 ~ ................................................................. 3 credits
Business Communication for Accountants
(The prerequisite requirement only applies to B Track students)

Business Information Systems, 3 total credits
BIS 220 ~ ................................................................. 3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits
MGT 230 ~ ................................................................. 3 credits
Management Theory and Practice
MGT 311 ~ ................................................................. 3 credits
Organizational Development

Accounting Principles, 6 total credits
ACC 290 ~ ................................................................. 3 credits
Principles of Accounting I
ACC 291 ~ ................................................................. 3 credits
Principles of Accounting II

Ethics, 3 total credits
ETH 376 ~ ................................................................. 3 credits
Accounting Ethics and Professional Regulations

Law, 3 total credits
LAW 421 ~ ................................................................. 3 credits
Contemporary Business Law

Economics, 6 total credits
ECO 365 ~ ................................................................. 3 credits
Principles of Microeconomics
ECO 372 ~ ................................................................. 3 credits
Principles of Macroeconomics

Marketing, 3 total credits
Students must choose one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government &amp; Non-Profit Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Auditing</td>
<td>6</td>
</tr>
<tr>
<td>Accounting Research</td>
<td>3</td>
</tr>
<tr>
<td>Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must choose one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance, 3 total credits</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Studies, 3 total credits</td>
<td>3</td>
</tr>
<tr>
<td>Tax, 3 total credits</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Accounting, 9 total credits</td>
<td></td>
</tr>
<tr>
<td>Accounting Information Systems, 3 total</td>
<td>3</td>
</tr>
<tr>
<td>Information Systems I</td>
<td></td>
</tr>
<tr>
<td>Cost Accounting, 3 total credits</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Accounting, 9 total credits</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Accounting I</td>
<td></td>
</tr>
</tbody>
</table>

Degree Requirements for the BSACC

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 57 upper division credits.
  - A minimum of 48 of the 120 credits must be in the general education areas approved by the University.
  - A minimum program grade point average (GPA) of 2.0.

- The diploma awarded for this program will read as: Bachelor of Science in Accounting

General Education Requirements for the BSACC

A minimum of 48 of the 120 credits must be in the general education areas approved by the University.

- Communication Arts Requirement 6 credits
  (A Track must include: COMM 215, equivalent, or higher)
  (B Track must include: COM 170 and COM 172)

- Mathematics Requirement 6 credits
  (Must include MTH 209, equivalent, or higher)

- Science & Technology Requirement 6 credits
  (B Track must include: SCI 163)

  Must include at least three (3) credits in the physical or biological sciences

- Humanities Requirement 6 credits
  (B Track must include: HUM 114)

- Social Science Requirement 6 credits
  (B Track must include: PSY 211)

- Additional Liberal Arts Requirement 3 credits
  (B Track must include: GEN 195)

- Interdisciplinary Requirement 15 credits
  (B Track must include: FP 120)

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the BSACC

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.

- GEN 195 will be required as the first course in the First-Year Sequence.

- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.

- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs,
• 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 have GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.
• Many courses in the Required Course of Study on the basis of regionally or approved nationally accredited transferable coursework.

### Additional Residency Requirements and Course Waivers for the BSACC

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

**The following courses in the required course of study may not be waived:** ACC 497, BCOM 230, BUS 475.

### Course Descriptions for the BSACC

**BCOM 230** ................................................................. 3 credits

**Business Communication for Accountants**

This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

**BIS 220** ................................................................. 3 credits

**Introduction to Computer Applications and Systems**

This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

**MGT 230** ................................................................. 3 credits

**Management Theory and Practice**

This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

**MGT 311** ................................................................. 3 credits

**Organizational Development**

This organizational behavior course encompasses the study of individual and group behavior in organizational settings. Students will learn to examine their role in an organization. Other topics include strategic elements of organizational behavior, workforce diversity, managing change, effective communication, and performance systems.

**ACC 290** ................................................................. 3 credits

**Principles of Accounting I**

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

**ACC 291** ................................................................. 3 credits

**Principles of Accounting II**

This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

**ETH 376** ................................................................. 3 credits

**Accounting Ethics and Professional Relations**

This course provides a foundation in the nature of ethics, moral, legal, and social issues in the accounting and business environments. Students learn topics including ethical reasoning, dealing with controversial issues, and the roles and responsibilities of accounting and auditing professionals. Other topics include a discussion of the AICPA Code of Professional Conduct and the Sarbanes-Oxley Act.

**LAW 421** ................................................................. 3 credits

**Contemporary Business Law**

This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

**ECO 365** ................................................................. 3 credits

**Principles of Microeconomics**

This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 372  ................................................................................... 3 credits
Principles of Macroeconomics
This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ACC 421 ................................................................................... 3 credits
Marketing
This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues.

FIN 370 ................................................................................... 3 credits
Finance for Business
This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

QNT 351 ................................................................................... 3 credits
Quantitative Analysis for Business
This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.

BUS 475 .................................................................................... 3 credits
Integrated Business Topics
The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.

ACC 440 ................................................................................... 3 credits
Accounting Information Systems I
This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies, (what computers can do for business), the Internet, intranets electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer/human synergy.

ACC 429 ................................................................................... 3 credits
Cost Accounting
This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.

ACC 421 ................................................................................... 3 credits
Intermediate Financial Accounting I
This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, revenue recognition, statement of cash flows and full disclosure issues.

ACC 422 ................................................................................... 3 credits
Intermediate Financial Accounting II
This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, stockholder’s equity, and earnings per share. The course finishes with a look at investments and revenue recognition. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 423 ................................................................................... 3 credits
Intermediate Financial Accounting III
This course is the third of a three-part series of courses related to intermediate accounting. This course examines owner’s equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 455 ................................................................................... 3 credits
Corporate Taxation
This course is a basic introduction to federal corporate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.

ACC 460 ................................................................................... 3 credits
Individual/Estate Taxation
This course is a basic introduction to federal individual and estate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.

ACC 497 ................................................................................... 3 credits
Contemporary Auditing I
This course is the first in a two-part series that deals with auditing a company’s financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include auditing standards, evidence, audit planning and documentation, materiality and risk, internal control, statistical tools, and the overall audit plan and program.

ACC 492 ................................................................................... 3 credits
Contemporary Auditing II
This course is the second in a two-part series that deals with auditing a company’s financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include the personnel and payroll system, inventory, capital acquisition cycle, selected balance sheet and income statement accounts, audit reports, assurances and other services, professional ethics, and legal responsibilities.
Advanced Topics in Accounting Research
This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.

COMM 215 .................................................................3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

MTH 209 .................................................................3 credits

College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

GEN 200 .................................................................3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 .................................................................3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 .................................................................3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

Associate Programs Pathways Program
Non-degree seeking students are permitted to take courses if admitted into the Pathways Program. The Pathways Program is designed for current high school juniors and seniors seeking to earn college credits while still enrolled in secondary schools. Pathways students may earn a maximum of 12 credits at the University of Phoenix. Non-degree students are not eligible to receive most types of financial aid or veterans benefits and must demonstrate English proficiency, if applicable, to be eligible for course enrollment. The Pathways Program admissions process must be completed before enrollment in any courses.

Admission into the Pathways program requires:
- Pathways Non-degree Application
- High School Junior or Senior Standing
- Pathways students must meet all prerequisite requirements for the program in which the courses are included. Students must also meet all admission requirements, with the exception of the HS diploma or equivalent
- Parent or guardian consent
- $25 application fee

Before proceeding beyond 12 credits, Pathways program students must submit a University of Phoenix degree seeking application for admission, possess a high school diploma (or equivalent), and be granted acceptance to the University of Phoenix. Pathways students who want to earn more than 12 credits will be deemed degree seeking and be required to submit an application for admission to a University of Phoenix degree program.

Note: The Pathways Program is not available in all states. Please consult an enrollment counselor to determine if residents of a specific state are eligible for this program.
Associate of Arts/Concentration in Information Technology

The following Associate of Arts/Concentration in Information Technology (AAIT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts with a concentration in Information Technology focuses on basic understanding of programming practices, web design and the creation of web pages, local and wide area networking and information systems security. Courses build upon the fundamentals of information technology to give students the skills needed to address and solve real-world IT problems.

For more information about our graduation rates, the median debt needed to address and solve real-world IT problems.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Concentration in Information Technology

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>IT 210</td>
<td>3</td>
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<tr>
<td>IT 230</td>
<td>3</td>
</tr>
<tr>
<td>IT 237</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Web Design I</td>
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<tr>
<td>IT 237</td>
<td></td>
</tr>
<tr>
<td>Intro to Web Design II</td>
<td></td>
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<tr>
<td>IT 240</td>
<td>3</td>
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<tr>
<td>Introduction to LAN Technologies</td>
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<tr>
<td>IT 242</td>
<td>3</td>
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<tr>
<td>Introduction to WAN Technologies</td>
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<tr>
<td>IT 244</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to IT Security</td>
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</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAIT

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAIT

<table>
<thead>
<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>Communication Arts Requirement</td>
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</tr>
<tr>
<td>Mathematics Requirement</td>
<td>6</td>
</tr>
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<td>Science &amp; Technology Requirement</td>
<td>6</td>
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<tr>
<td>Social Science Requirement</td>
<td>6</td>
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<td>Humanities Requirement</td>
<td>6</td>
</tr>
<tr>
<td>Additional Liberal Arts Requirement</td>
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</tr>
<tr>
<td>Interdisciplinary Requirement</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics Requirement</td>
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<td>3</td>
</tr>
<tr>
<td>Interdisciplinary Requirement</td>
<td>9</td>
</tr>
</tbody>
</table>

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Degree Requirements for AAIT

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D” or higher.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts
Academic Progression Requirements for the AAIT
- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class has been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAIT
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAIT

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 210</td>
<td>Fundamentals of Programming with Algorithms and Logic</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>IT 237</td>
<td>Intro to Web Design II</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

This course focuses on the creation of robust, well-formatted, esthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.

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<tr>
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</thead>
<tbody>
<tr>
<td>IT 240</td>
<td>LAN Technologies</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 244</td>
<td>Intro to WAN Technologies</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

This course covers Wide Area Networking/Enterprise networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 150</td>
<td>Effective Essay Writing</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETH 125</td>
<td>Research Writing</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETH 125</td>
<td>Cultural Diversity</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.
The following Associate of Arts/Emphasis in Information Technology (AAIT) program may be offered at these University of Phoenix campus locations: Online, depending on the state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may be required to complete certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

**Associate of Arts/Emphasis in Information Technology (Maryland-Online)**

The Associate of Arts with an emphasis in Information Technology focuses on basic understanding of programming practices, web design and the creation of web pages, local and wide area networking and information systems security. Courses build upon the fundamentals of information technology to give students the skills needed to address and solve real-world IT problems.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aait.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Emphasis in Information Technology**

- IT 210 ~Fundamentals of Programming with Algorithms and Logic~ 3 credits
- IT 236 ~Intro to Web Design I~ 3 credits
- IT 237 ~Intro to Web Design II~ 3 credits
- IT 240 ~Introduction to LAN Technologies~ 3 credits
- IT 242 ~Introduction to WAN Technologies~ 3 credits
- IT 244 ~Introduction to IT Security~ 3 credits

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for AAIT**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

**General Education Requirements for the AAIT**

**Communication Arts Requirement 6 credits**

- (A Track must include: COM 150 and COM 220)
- (B Track must include: COM 155 and COM 156)

**Mathematics Requirement 6 credits**

- (A Track must include: SCI 162)
- (B Track must include: SCI 152 and SCI 153)

**Science & Technology Requirement 6 credits**

- (A Track must include: ETH 125)
- (B Track must include: ETH 125 and ETH 126)
- (A Track must include: PSY 201 and ETH 125)
- (B Track must include: PSY 201 and ETH 126)

**Social Science Requirement 6 credits**

- (A Track must include: HUM 111)
- (B Track must include: HUM 111)

**Humanities Requirement 6 credits**

- (A Track must include: PSY 201 and ETH 125)
- (B Track must include: PSY 201 and ETH 126)

**Interdisciplinary Requirement 9 credits**

- (A Track must include: CRT 205)
- (B Track must include: HUM 111)

**Additional Liberal Arts Requirement 3 credits**

- (A Track must include: GEN 105)
- (B Track must include: US 101)

**General Education Requirements for the AAIT**

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for AAIT**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D” or higher.
- A minimum grade point average (GPA) of 2.0.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**Academic Progression Requirements for the AAIT**

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class has been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAIT
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAIT

IT 237 ..........................................................3 credits
Intro to Web Design II
This course focuses on the creation of robust, well-formatted, esthetically pleasing, text-based Web pages. Students design and develop Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.

IT 240 ..........................................................3 credits
LAN Technologies
This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

IT 242 ..........................................................3 credits
Introduction to WAN Technologies
This course covers Wide Area Networking/Enterprise networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic WAN security concepts and its interface with metropolitan area networks (MAN)

IT 244 .........................................................3 credits
Intro to IT Security
General concepts of information systems security will be introduced. Content includes governmental views, positions and processes of national security. Other concepts will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic security concepts and planning.

COM 220 ..................................................3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the differences between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

ETH 125 ..................................................3 credits
Critical Thinking
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ..................................................3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and
avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media including television, Internet, and print-to-determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

**Skills for Learning in an Information Age**
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**Associate of Arts/Concentration in Information Technology/Networking**

The following Associate of Arts/Concentration in Information Technology/Networking (AAIT/N) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology/Networking concentration focuses on information systems and the analysis, design, and security of modern computer networks. Courses emphasize Local Area Networks, Wireless Local Area Networks, Wide Area Networks, and network security. Students will be able to simulate network administration tasks through remote access to real hardware and software commonly used in the IT industry. Additionally, courses include scenario-based activities, placing students in real-world situations that allow them to apply foundational knowledge and skills.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ait-n.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Concentration in Information Technology/Networking - Track A and B**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>IT 205</td>
<td>3</td>
</tr>
<tr>
<td>Management Information Systems</td>
<td></td>
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<tr>
<td>IT 210</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Programming with Algorithms and Logic</td>
<td></td>
</tr>
<tr>
<td>IT 240 ~</td>
<td>3</td>
</tr>
<tr>
<td>Intro to LAN Technologies</td>
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<tr>
<td>IT 241 ~</td>
<td>3</td>
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<tr>
<td>Intro to W-LAN Technologies</td>
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<tr>
<td>IT 242 ~</td>
<td>3</td>
</tr>
<tr>
<td>Intro to WAN Technologies</td>
<td></td>
</tr>
<tr>
<td>IT 244 ~</td>
<td>3</td>
</tr>
</tbody>
</table>

**Intro to IT Security**

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for AAIT/N**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

**General Education Requirements for the AAIT/N**

<table>
<thead>
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<td>3</td>
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<tr>
<td>Interdisciplinary Requirement</td>
<td>9</td>
</tr>
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</table>

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

**Degree Requirements for AAIT/N**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
A minimum grade point average (GPA) of 2.0.

Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Academic Progression Requirements for the AAIT/N

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track and must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class has been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAIT/N

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAIT/N

**IT 205** ...................................................................................3 credits

Management of Information Systems

This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

**IT 210** ...................................................................................3 credits

Fundamentals of Programming with Algorithms and Logic

This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

**IT 240** ...................................................................................3 credits

LAN Technologies

This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

**IT 241** ...................................................................................3 credits

Introduction to W-LAN Technologies

Concepts of wireless networking systems include wireless networking topologies, hardware protocols, hardware selection and implementation, interfaces with MAN, LAN and WAN networks, basic wireless security and integration concepts.

**IT 242** ...................................................................................3 credits

Introduction to WAN Technologies

This foundational course covers Wide Area Networking/Enterprise networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.

**IT 244** ...................................................................................3 credits

Intro to IT Security

General concepts of information systems security will be introduced. Content includes governmental views, positions and processes of national security. Other concepts include contingency planning and business resumption planning, backup schemes and implementation strategies, as well as an introduction to various types of invasive actions and prevention measures.

**COM 150** ................................................................................3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

**COM 220** ................................................................................3 credits

Research Writing

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

**ETH 125** ................................................................................3 credits

Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical
and modern perspectives on diversity.

CRT 205 ................................................................. 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ........................................................................... 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Emphasis in Information Technology/Networking (Maryland-Online)

The following Associate of Arts/Emphasis in Information Technology/Networking (AAIT/N) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to check the specific course requirements for the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology/Networking emphasis focuses on information systems and the analysis, design, and security of modern computer networks. Courses emphasize Local Area Networks, Wireless Local Area Networks, Wide Area Networks, and network security. Students will be able to simulate network administration tasks through remote access to real hardware and software commonly used in the IT industry. Additionally, courses include scenario-based activities, placing students in real world situations that allow them to apply foundational knowledge and skills.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ait-n.n

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Emphasis in Information Technology/Networking - Track A and B

IT 205 ......................................................................... 3 credits Management Information Systems
IT 210 ......................................................................... 3 credits Fundamentals of Programming with Algorithms and Logic
IT 240 ~ ................................................................. 3 credits

Intro to LAN Technologies
IT 241 ~ ................................................................. 3 credits
Intro to W-LAN Technologies
IT 242 ~ ................................................................. 3 credits
Intro to WAN Technologies
IT 244 ~ ................................................................. 3 credits
Intro to IT Security

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAIT/N

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAIT/N

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)

Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: LIS 101)

Interdisciplinary Requirement 9 credits
(A Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version.

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAIT/N

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
   Associate of Arts

Academic Progression Requirements for the AAIT/N
• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class has been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAIT/N

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAIT/N

IT 205 ........................................................................................3 credits

Management of Information Systems
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.
IT 210 ........................................................................................3 credits

Fundamentals of Programming with Algorithms and Logic
This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.
IT 240 ........................................................................................3 credits

LAN Technologies
This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.
IT 241 ........................................................................................3 credits

Introduction to W-LAN Technologies
Concepts of wireless networking systems include wireless networking topologies, hardware protocols, hardware selection and implementation, interfaces with MAN, LAN and WAN networks, basic wireless security and integration concepts.
IT 242 ........................................................................................3 credits

Introduction to WAN Technologies
This course covers Wide Area Networking/Enterprise networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.
IT 244 ........................................................................................3 credits

Intro to IT Security
General concepts of information systems security will be introduced. Content includes governmental views, positions and processes of national security. Other concepts include contingency planning and business resumption planning, backup schemes and implementation strategies, as well as an introduction to various types of invasive actions and prevention measures.
COM 150 .................................................................................3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.
COM 220 .................................................................................3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.
ETH 125 ...................................................................................3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.
A concentration in Programming offers coursework in computer scripting and programming. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/

Additional Admission Requirements for AAIT/PRG

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAIT/PRG

Communication Arts Requirement 6 credits

(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 6 credits

(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)

Social Science Requirement 6 credits

(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 6 credits

(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits

(A Track must include: GEN 105)
(B Track must include: US 101)

Interdisciplinary Requirement 9 credits

(B Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Degree Requirements for AAIT/PRG

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Associate of Arts

Academic Progression Requirements for the AAIT/PRG

• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAIT/PRG

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAIT/PRG

IT 205 ........................................................................................3 credits
Management of Information Systems
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.
IT 210 ........................................................................................3 credits

Fundamentals of Programming with Algorithms and Logic
This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.
IT 236 ........................................................................................3 credits

Intro to Web Design I
Intro to Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.
IT 237 ........................................................................................3 credits

Intro to Web Design II
This course focuses on the creation of robust, well-formatted, esthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.
IT 215 ........................................................................................3 credits

Java Programming
Java has rapidly become the language of choice for platform independent implementations. This course provides a general introduction to programming, data structures and object-oriented programming in particular. The syntax and semantics of the Java language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation. This class requires the Java2 Software Development Kit, Student Edition V, 1.4.2_02 2003.
IT 218 ........................................................................................3 credits

Introduction to C/C++
This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming language are used to produce simple computer programs.
COM 150 ...................................................................................3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.
COM 220 ...................................................................................3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ET 125 ................................................................................... 3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.
CRT 205 ................................................................................... 3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.
GEN 105 ................................................................................... 3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Emphasis in Information Technology/Programming (Maryland-Online)

The following Associate of Arts/Emphasis in Information Technology/Programming (AAIT/PRG) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

A concentration in Programming offers coursework in computer scripting and programming.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aa-it-prg.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Concentration in Information Technology/Programming - Track A and B

IT 205 ~ ................................................................................... 3 credits
Management of Information Systems
IT 210 ~ ................................................................................... 3 credits
Fundamentals of Programming with Algorithms & Logic
IT 236 ~ ................................................................................... 3 credits
Intro to Web Design I
IT 237 ~ ................................................................................... 3 credits
Intro to Web Design II

IT 215 ~ ................................................................................... 3 credits
Java Programming
IT 218 ~ ................................................................................... 3 credits
Introduction to C/C++

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAIT/PRG
- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAIT/PRG
Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: HIS 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAIT/PRG
The degree requirements for this program are the following:
- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts
Academic Progression Requirements for the AAIT/PRG

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs,
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAIT/PRG

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAIT/PRG

**IT 205** .................................................................3 credits

**Management of Information Systems**

This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

**IT 210** .................................................................3 credits

**Fundamentals of Programming with Algorithms and Logic**

This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

**IT 236** .................................................................3 credits

**Intro to Web Design I**

Intro to Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.

**IT 237** .................................................................3 credits

**Intro to Web Design II**

This course focuses on the creation of robust, well-structured, esthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.

**IT 215** .................................................................3 credits

**JAVA Programming**

JAVA has rapidly become the language of choice for platform independent implementations. This course provides a general introduction to programming, data structures and object-oriented programming in particular. The syntax and semantics of the JAVA language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation. This class requires the Java2 Software Development Kit, Student Edition V, 1.4.2_02 2003.

**IT 218** .................................................................3 credits

**Introduction to C/C++**

This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming language are used to produce simple computer programs.

**COM 150** .................................................................3 credits

**Effective Essay Writing**

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

**COM 220** .................................................................3 credits

**Research Writing**

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

**ETH 125** .................................................................3 credits

**Cultural Diversity**

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical
and modern perspectives on diversity.

CRT 205 ................................................................. 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media, including television, Internet, and print, to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ................................................................. 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Information Technology/Web Design

The following Associate of Arts/Concentration in Information Technology/Web Design (AAIT/WD) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree with a concentration in Information Technology/Web Design focuses on the application of web authoring tools, HTML, programming language, and web standards to design and implement websites for a variety of business applications.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aait-wd.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Concentration in Information Technology/Web Design - Track A and B

IT 205 ~ ................................................................. 3 credits
Management Information Systems
IT 210 ~ ................................................................. 3 credits
Fundamentals of Programming with Algorithms and Logic
IT 235 ~ ................................................................. 3 credits
Image Editing and Implementation
IT 236 ~ ................................................................. 3 credits
Intro to Web Design I
IT 237 ~ ................................................................. 3 credits
Intro to Web Design II
IT 238 ~ ................................................................. 3 credits
Web Systems
The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAIT/WD

• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended an accredited school.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAIT/WD
Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: LIS 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAIT/WD
The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
• A minimum grade point average (GPA) of 2.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AAIT/WD
• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track and must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAIT/WD
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAIT/WD
IT 205 .................................................................3 credits
Management of Information Systems
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.
IT 210 .................................3 credits
Fundamentals of Programming with Algorithms and Logic
This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.
IT 235 .................................................................3 credits
Image Editing and Implementation
Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.
IT 236 .................................................................3 credits
Intro to Web Design I
Intro to Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.
IT 237 .................................................................3 credits
Intro to Web Design II
This course focuses on the creation of robust, well-formatted, esthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.
IT 238 .................................................................3 credits
Web Systems
This course builds upon a foundational understanding of Web design and examines professional Web development technologies. Topics include dynamic hypertext markup language (DHMTL), interactive technologies, advanced use of presentational technologies and Web 2.0. Emphasis is placed upon the appropriate use of Web programming tools and professional development standards.
COM 150 .........................................................3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.
COM 220 .........................................................3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.
ETH 125 ................................................................. 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.
CRT 205 ................................................................. 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.
GEN 105 ................................................................. 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Emphasis in Information Technology/Web Design (Maryland-Online)

The following Associate of Arts/Emphasis in Information Technology/Web Design (AAIT/WD) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree with an emphasis in Information Technology/Web Design focuses on the application of web authoring tools, HTML, programming language, and web standards to design and implement websites for a variety of business applications.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ait-wd.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Emphasis in Information Technology/Web Design - Track A

and B
IT 205 ~ ................................................................. 3 credits
Management Information Systems
IT 210 ~ ................................................................. 3 credits
Fundamentals of Programming with Algorithms and Logic
IT 235 ~ ................................................................. 3 credits
Image Editing and Implementation
IT 236 ~ ................................................................. 3 credits
Intro to Web Design I
IT 237 ~ ................................................................. 3 credits
Intro to Web Design II
IT 238 ~ ................................................................. 3 credits
Web Systems

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAIT/WD
• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAIT/WD
Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(B Track must include: 3 credits in the physical or biological sciences)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: SCI 162)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: LIT 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAIT/WD
The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.

A minimum grade point average (GPA) of 2.0.

Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Associate of Arts

Academic Progression Requirements for the AAIT/WD

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAIT/WD

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAIT/WD

IT 205 .................................................................3 credits

Management of Information Systems

This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

IT 210 .................................................................3 credits

Fundamentals of Programming with Algorithms and Logic

This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

IT 235 .................................................................3 credits

Image Editing and Implementation

Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.

IT 236 .................................................................3 credits

Intro to Web Design I

Intro to Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.

IT 237 .................................................................3 credits

Intro to Web Design II

This course focuses on the creation of robust, well-formatted, esthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.

IT 238 .................................................................3 credits

Web Systems

This course builds upon a foundational understanding of Web design and examines professional Web development technologies. Topics include dynamic hypertext markup language (DHMTL), interactive technologies, advanced use of presentational technologies and Web 2.0. Emphasis is placed upon the appropriate use of Web programming tools and professional development standards.

COM 150 ..........................................................3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ..........................................................3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.
ETH 125 ................................................................. 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.
CRT 205 ................................................................. 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.
GEN 105 ................................................................. 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Information Technology/Information Technology Support

The following Associate of Arts/Concentration in Information Technology/Information Technology Support (AAIT/ITS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree with a concentration in Information Technology/Information Technology Support covers theory and practice to provide a foundation in hardware and software computer support. Online labs give students hands on experience in hardware, software, networking and security fundamentals. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ait-its.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Concentration in Information Technology/Information Technology Support - Track A and B

IT 205 ~ ................................................................. 3 credits
Management of Information Systems
IT 206 ~ ................................................................. 3 credits
PC Applications Support
IT 280 ~ ................................................................. 3 credits
Computer Hardware Fundamentals
IT 282 ~ ................................................................. 3 credits
Computer Software Fundamentals
IT 284 ~ ................................................................. 3 credits
Enterprise Computer Support
IT 286 ~ ................................................................. 3 credits
Computer Maintenance and Troubleshooting

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAIT/ITS

• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAIT/ITS

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for AAIT/ITS**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**Academic Progression Requirements for the AAIT/ITS**

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix course work,
  - Regionally or nationally accredited course work (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific course work certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

**Additional Residency Requirements and Course Waivers for the AAIT/ITS**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

**Course Descriptions for the AAIT/ITS**

**IT 205** ................................................................. 3 credits

**Management of Information Systems**

This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

**IT 206** ................................................................. 3 credits

**PC Applications Support**

This course will prepare students to support Microsoft Office applications. The student will learn the product features of Word, Excel, PowerPoint, Outlook and Access. This course is based on the requirements of the Microsoft Office Specialist certification.

**IT 280** ................................................................. 3 credits

**Computer Hardware Fundamentals**

This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

**IT 282** ................................................................. 3 credits

**Computer Software Fundamentals**

This course is an introduction to the fundamentals of the Vista and legacy Windows Operating Systems (98/ME, 2000/XP) for computer software configuration, file management, performance monitoring, optimization, maintenance, recover and security. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

**IT 284** ................................................................. 3 credits

**Enterprise Computer Support**

This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support PC Technician and provide exceptional computer support service. This includes the fundamentals of customer service, effective questioning, verbal and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers. This course includes remote access to hands-on, real-world customer support issues and Scenarios.

**IT 286** ................................................................. 3 credits

**Computer Maintenance and Troubleshooting**

This course is an introduction to computer hardware and software maintenance and troubleshooting. Each Module of the course will focus on typical problem scenarios, diagnostics, procedures and solutions. The final Module of this course provides you with a problem scenario to demonstrate your understanding of diagnostic skills and solution implementation. This course includes remote access to hands-on LiveLabs and Scenarios.

**COM 150** .......................................................... 3 credits

**Effective Essay Writing**

In this course, students develop academic writing skills. Students
use the writing process to construct an expository essay with an
emphasis on coherence and correctness in written communication.
Students also conduct basic research for the expository essay.
Selected readings provide the basis for discussion regarding the
difference between fact and opinion. Grammar exercises focus on
verb tense and form, subject-verb and pronoun-antecedent agree-
ment, and pronoun case. Students also complete exercises covering
topic sentences, paragraph development, citations, and formatting
guidelines.

**Research Writing**

Students focus on gathering research, evaluating and documenting
sources, and developing a major research paper. Selected readings
prompt discussion regarding bias, rhetorical devices, arguments,
and counterarguments. Grammar exercises address commonly
confused words, modifiers, parallel structure, and sentence variety.

**Cultural Diversity**

This course is designed to educate students about issues of race,
ethnicity, and gender in the United States by presenting historical
and modern perspectives on diversity.

**Critical Thinking**

In this course, students develop the ability to think clearly and crit-
ically. Practice includes developing writing skills that enable stu-
dents to clearly present claims to support their conclusions and
avoid reinforcing biases. Students are given the opportunity to
analyze and discuss various types of media-including television,
Internet, and print-to determine which sources provide the most
relatable information. Topics addressed include the relationship
between critical thinking and clear writing, credibility of sources,
rhetorical devices, fallacies, unclear or misleading language, and
the characteristics of various types of arguments.

**Skills for Learning in an Information Age**

This course introduces students to learning in an information-rich
society. Students will develop strategies for successful distance
learning, time management, and for managing the abundance of
information available in today’s society. Students will also explore
the appropriate use of information in an academic environment.
Specific topics for the course include computing skills for distance
learning, online library use, academic honesty, and the
development of effective study skills.

**Associate of Arts/Emphasis in Information Technology/Information Technology Support**

(Maryland-Online)

The following Associate of Arts/Emphasis in Information Technology/
Information Technology Support (AAIT/ITS) program may be offered at
these University of Phoenix campus locations: Online, depending on state
of residence. The availability of programs and emphases depend on student
demand and other factors. Not all programs may be available to all
residents of all states. Students may want to consider completing certain
courses in the Online classroom at Online rates if the program is available
via the Online modality in their state. Please contact your enrollment
advisor for more information.

The Associate of Arts Degree with an emphasis in Information
Technology/Information Technology Support covers theory and
practice to provide a foundation in hardware and software com-
puter support. Online labs give students hands on experience in
hardware, software, networking and security fundamentals.

For more information about our graduation rates, the median debt
of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/
programs/ait-its.

Courses requiring prerequisites are identified by a ~ symbol fol-
lowing the course number.

**Emphasis in Information Technology/Information Technology Support - Track A and B**

IT 205 ~ ................................................................. 3 credits

Management of Information Systems

IT 206 ~ ................................................................. 3 credits

PC Applications Support

IT 280 ~ ................................................................. 3 credits

Computer Hardware Fundamentals

IT 282 ~ ................................................................. 3 credits

Computer Software Fundamentals

IT 284 ~ ................................................................. 3 credits

Enterprise Computer Support

IT 286 ~ ................................................................. 3 credits

Computer Maintenance and Troubleshooting

The University reserves the right to modify the required course of
study.

**Additional Admission Requirements for AAIT/ITS**

- Applicants must be at least 16 years of age at the time of
  application.
- High school graduation from an institution that holds state
  approval to confer high school diplomas or are accredited or a
  candidate for accreditation at the time the student attended by
  an acceptable accrediting body, GED certificate or CHSPE
  (California High School Proficiency Examination) certificate.

**General Education Requirements for the AAIT/ITS**

Communication Arts Requirement 6 credits

(A Track must include: COM 150 and COM 220)

(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 6 credits

(A Track must include: 3 credits in the physical or biological sciences)

(B Track must include: SCI 162)

Social Science Requirement 6 credits

(A Track must include: ETH 125)

(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 6 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits

(A Track must include: GEN 105)

(B Track must include: US 101)

Interdisciplinary Requirement 9 credits

(B Track must include: FP 101)

All undergraduate students are required to complete the minimum
general education credits required by their program version.

Credits applied to the Required Course of Study (with the excep-
tion of the electives) will only be applied to the core and cannot
count toward General Education total. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAIT/ITS

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AAIT/ITS

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Additional Residency Requirements and Course Waivers for the AAIT/ITS

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAIT/ITS

IT 205 ........................................................................................3 credits
Management of Information Systems

This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

IT 206 ........................................................................................3 credits
PC Applications Support

This course will prepare students to support Microsoft Office applications. The student will learn the product features of Word, Excel, PowerPoint, Outlook and Access. This course is based on the requirements of the Microsoft Office Specialist certification.

IT 280 ........................................................................................3 credits
Computer Hardware Fundamentals

This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

IT 282 ........................................................................................3 credits
Computer Software Fundamentals

This course is an introduction to the fundamentals of the Vista and legacy Windows Operating Systems (98/ME, 2000/XP) for computer software configuration, file management, performance monitoring, optimization, maintenance, recover and security. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

IT 284 ........................................................................................3 credits
Enterprise Computer Support

This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support PC Technician and provide exceptional computer support service. This includes the fundamentals of customer service, effective questioning, verbal and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers. This course includes remote access to hands-on, real-world customer support issues and Scenarios.

IT 286 ........................................................................................3 credits
Computer Maintenance and Troubleshooting

This course is an introduction to computer hardware and software maintenance and troubleshooting. Each Module of the course will focus on typical problem scenarios, diagnostics, procedures and solutions. The final Module of this course provides you with a problem scenario to demonstrate your understanding of diagnostic skills and solution implementation. This course includes remote access to hands-on LiveLabs and Scenarios.

COM 150 ...............................................................................3 credits
Effective Essay Writing

In this course, students develop academic writing skills. Students
use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 .............................................................................................. 3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 .............................................................................................. 3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 .............................................................................................. 3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 .............................................................................................. 3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Information Technology/Database Development Concentration

The following Associate of Arts/Concentration in Information Technology/Database Development Concentration (AAIT/DBD) degree program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This concentration focuses on the installation and programming of database applications in the business environment. The development of queries and reports from a database are addressed in this program as well as the backup, recovery, and security of databases. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aait-db.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Concentration in Information Technology/Database Development - Track A and B

IT 205~ .............................................................................................. 3 credits
Management of Information Systems
IT 210~ .............................................................................................. 3 credits
Fundamentals of Programming with Algorithms & Logic
IT 260~ .............................................................................................. 3 credits
Intro to Desktop Databases
IT 261~ .............................................................................................. 3 credits
Advanced Desktop Databases
IT 264~ .............................................................................................. 3 credits
Introduction to SQL
IT 265~ .............................................................................................. 3 credits
Managing the Database Environment

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAIT/DBD

• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAIT/DBD

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 3 credits
All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for AAIT/DBD**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  
  Associate of Arts

**Academic Progression Requirements for the AAIT/DBD**

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General Education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.

  The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

  All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

  - Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.

  - Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

**Additional Residency Requirements and Course Waivers for the AAIT/DBD**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

**Course Descriptions for the AAIT/DBD**

- **IT 205** .................................................................3 credits
- **Management of Information Systems**
  This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.
  IT 210 .................................................................3 credits
- **Fundamentals of Programming with Algorithms and Logic**
  This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.
  IT 260 .................................................................3 credits
- **Advanced Desktop Databases**
  This course is a continuation in the study of desktop database software. Emphasis will be placed on creating databases and forms. Hands-on experience in the installation, design, and debugging of desktop database software will be included in this course.
  IT 261 .................................................................3 credits
- **Intro to SQL**
  This course provides an introduction to the Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.
  IT 265 .................................................................3 credits
- **Managing the Database Environment**
  This course provides an introduction to the installation, configuration, support, availability and recovery databases. The considerations for database administration addressing the requirements for user access, security, backup and recovery will be covered in this course.
  COM 150 .............................................................3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on logic that is correct in spelling, punctuation, and grammar. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Emphasis in Information Technology/Database Development Emphasis (Maryland-Onsite)

The following Associate of Arts/Emphasis in Information Technology/Database Development Emphasis (AAIT/DBD) degree program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This emphasis focuses on the installation and programming of database applications in the business environment. The development of queries and reports from a database are addressed in this program as well as the backup, recovery, and security of databases. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ait-dbld.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Emphasis in Information Technology/Database Development - Track A and B
IT 205~ ................................................................................... 3 credits
Management of Information Systems
IT 210~ ................................................................................... 3 credits
Fundamentals of Programming with Algorithms & Logic
IT 260~ ................................................................................... 3 credits
Intro to Desktop Databases
IT 261~ ................................................................................... 3 credits
Advanced Desktop Databases
IT 264~ ................................................................................... 3 credits
Introduction to SQL
IT 265~ ................................................................................... 3 credits
Managing the Database Environment
The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAIT/DBD
- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAIT/DBD

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)
Interdisciplinary Requirement 9 credits
(A Track must include: FP 101)
All undergraduate students are required to complete the minimum general education credits required by their program version.
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for AAIT/DBD**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts.

**Academic Progression Requirements for the AAIT/DBD**

All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.

- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

**Additional Residency Requirements and Course Waivers for the AAIT/DBD**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

**Course Descriptions for the AAIT/DBD**

- **IT 205** ..................................................................................................... 3 credits
  - **Management of Information Systems**
    - This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.
    - IT 210 ..................................................................................................... 3 credits
- **IT 260** ..................................................................................................... 3 credits
  - **Fundamentals of Programming with Algorithms and Logic**
    - This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.
    - IT 261 ..................................................................................................... 3 credits
- **IT 265** ..................................................................................................... 3 credits
  - **Introduction to Desktop Databases**
    - This course will cover the use desktop database software to create small database applications. Emphasis will be placed on creating databases and forms. Hands-on experience in the installation, design, and debugging of desktop database software will be included in this course.
    - IT 264 ..................................................................................................... 3 credits
- **IT 266** ..................................................................................................... 3 credits
  - **Advanced Desktop Databases**
    - This course is a continuation in the study of desktop database software. Emphasis will be placed on database design, reporting, queries and data analysis using desktop database software.
    - IT 265 ..................................................................................................... 3 credits
- **COM 150** ................................................................................................. 3 credits
  - **Introduction to SQL**
    - This course provides an introduction to the Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.
    - IT 267 ..................................................................................................... 3 credits
- **COM 150** ................................................................................................. 3 credits
  - **Managing the Database Environment**
    - This course provides an introduction to the installation, configuration, support, availability and recovery databases. The considerations for database administration addressing the requirements for user access, security, backup and recovery will be covered in this course.
    - COM 150 ................................................................................................. 3 credits
- **Effective Essay Writing**
  - In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on
verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ................................................................. 3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ................................................................. 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ................................................................. 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ................................................................. 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Information Technology (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Information Technology (AAIT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts with a concentration in Information Technology focuses on basic understanding of programming practices, web design and the creation of web pages, local and wide area networking and information systems security. Courses build upon the fundamentals of information technology to give students the skills needed to address and solve real-world IT problems. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ait-ar.

For students residing in Minnesota: For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ait-mn.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Concentration in Information Technology
IT 210 ~ ................................................................. 3 credits
Fundamentals of Programming with Algorithms & Logic
IT 236 ~ ................................................................. 3 credits
Intro to Web Design I
IT 237 ~ ................................................................. 3 credits
Intro to Web Design II
IT 240 ~ ................................................................. 3 credits
Introduction to LAN Technologies
IT 242 ~ ................................................................. 3 credits
Introduction to WAN Technologies

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAIT

• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAIT for Arkansas Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Arkansas residents must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits
Must include: BIO 100 and CHM 109

Students in the AAIT and AAIT/WD programs must complete IT 205 as a required Science course as this course is a prerequisite to courses in the concentration.

The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Must include: HIS 135

HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)
All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
Students who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

General Education Requirements for the AAIT for Minnesota Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Students in the AAIT and AAIT/WD programs must complete IT 205 as a required Science course as this course is a prerequisite to courses in the concentration.
Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)
All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for the AAIT

The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
• A minimum grade point average (GPA) of 2.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AAIT

• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Additional Residency Requirements and Course Waivers for the AAIT

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAIT

IT 210 ................................................................. 3 credits
Fundamentals of Programming with Algorithms and Logic
This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when
properly applied, improve program design.

**Intro to Web Design I**

Intro to Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.

IT 237 .................................................................................. 3 credits

**Intro to Web Design II**

This course focuses on the creation of robust, well-formatted, esthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.

IT 240 .................................................................................. 3 credits

**LAN Technologies**

This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

IT 242 .................................................................................. 3 credits

**Introduction to WAN Technologies**

This course covers Wide Area Networking/Enterprise networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.

COM 150 .................................................................................. 3 credits

**Effective Essay Writing**

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 .................................................................................. 3 credits

**Research Writing**

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

MAT 219 .................................................................................. 3 credits

**Introduction to College Algebra**

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 220 .................................................................................. 3 credits

**College Algebra**

This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

BIO 100 .................................................................................. 4 credits

**Introduction to Life Science with Lab**

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

BIO 101 .................................................................................. 3 credits

**Introduction to Mechanical Engineering**

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

CHM 109 .................................................................................. 3 credits

**Introductory Chemistry**

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

CHM 109 .................................................................................. 3 credits

**Management of Information Systems**

This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

HIS 135 .................................................................................. 3 credits

**The American Experience Since 1945**

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

ETH 125 .................................................................................. 3 credits

**Cultural Diversity**

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 .................................................................................. 3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ........................................................................................................3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Information Technology/Networking (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Information Technology/Networking (AAIT/N) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology/Networking concentration focuses on information systems and the analysis, design, and security of modern computer networks. Courses emphasize Local Area Networks, Wireless Local Area Networks, Wide Area Networks, and network security. Students will be able to simulate network administration tasks through remote access to real hardware and software commonly used in the IT industry. Additionally, courses include scenario-based activities, placing students in real-world situations that allow them to apply foundational knowledge and skills.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aaits-n.

Courses requiring prerequisites are identified by a - symbol following the course number.

Concentration in Information Technology/Networking - Track A and B

IT 205 - ........................................................................................................3 credits
Management Information Systems
IT 210 - ........................................................................................................3 credits
Fundamentals of Programming with Algorithms and Logic
IT 240 - ........................................................................................................3 credits
Intro to LAN Technologies
IT 241 - ........................................................................................................3 credits
Intro to W-LAN Technologies
IT 242 - ........................................................................................................3 credits
Intro to WAN Technologies
IT 243 - ........................................................................................................3 credits

Additional Liberal Arts Requirement 6 credits

(A Track must include: GEN 105)
(B Track must include: COM 150 and COM 220)

Additional Admission Requirements for AAIT/N

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAIT/N for Arkansas Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 156)
(B Track must include: SCI 162)

Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

(B Track must include: SCI 162)

Science & Technology Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: COM 155 and COM 156)

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: COM 155 and COM 156)

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Students who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

General Education Requirements for the AAIT/N for Minnesota

Intro to WAN Technologies
IT 243 - ........................................................................................................3 credits
### Degree Requirements for the AAIT/N

All FYS requirements must be satisfied prior to enrolling in any course from the First-Year Sequence to satisfy General Education or Elective requirements.

#### Academic Progression Requirements for the AAIT/N

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- **US 101** will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.

- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

### Additional Residency Requirements and Course Waivers for the AAIT/N

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of nationally accredited transferable coursework.

### Course Descriptions for the AAIT/N

#### IT 205 Management of Information Systems

This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, and the security, privacy and safety issues associated with information technology.

#### IT 210 Fundamentals of Programming with Algorithms and Logic

This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

#### IT 240 LAN Technologies

This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

#### IT 241 Introduction to W-LAN Technologies

Concepts of wireless networking systems include wireless networking topologies, hardware protocols, hardware selection and implementation, interfaces with MAN, LAN and WAN networks,
basic wireless security and integration concepts.

IT 242 ................................................................. 3 credits

Introduction to WAN Technologies
This course covers Wide Area Networking/Enterprise networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.

COM 150 ............................................................ 3 credits

Effective Essay Writing
Students focus on gathering research, evaluating and documenting guidelines. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on selected readings provide the basis for discussion regarding the emphasis on coherence and correctness in written communication.

IT 242 ....................................................................................... 3 credits

This course covers Wide Area Networking/Enterprise networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.

BIO 100 ..................................................................................... 4 credits

Introduction to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 219 ......................................................................................... 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ................................................................................... 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

HIS 135 ................................................................. 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

COM 220 ................................................................. 3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

MAT 220 ................................................................. 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

BIO 100 ................................................................. 4 credits

Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effects humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 ................................................................. 3 credits

Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
ing tools, HTML, programming language, and web standards to design and implement websites for a variety of business applications.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aait-wd.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Concentration in Information Technology/Web Design - Track A and B
IT 210 ~.......................................................... 3 credits
Fundamentals of Programming with Algorithms and Logic
IT 235 ~.......................................................... 3 credits
Image Editing and Implementation
IT 236 ~.......................................................... 3 credits
Intro to Web Design I
IT 237 ~.......................................................... 3 credits
Intro to Web Design II
IT 238 ~.......................................................... 3 credits
Web Systems

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAIT/WD
• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAIT/WD for Arkansas Students
Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
Arkansas residents must include: MAT 219 and MAT 220
Science & Technology Requirement 9 credits
Must include: BIO 100 and CHM 109
Students in the AAIT and AAIT/WD programs must complete IT 205 as a required Science course as this course is a prerequisite to courses in the concentration.
The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.
Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Must include: HIS 135
HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.
Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)
All undergraduate students are required to complete the minimum general education credits required by their program version.
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
Students who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

General Education Requirements for the AAIT/WD for Minnesota Students
Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Students in the AAIT and AAIT/WD programs must complete IT 205 as a required Science course as this course is a prerequisite to courses in the concentration.
Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)
All undergraduate students are required to complete the minimum general education credits required by their program version.
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for the AAIT/WD
The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D” or higher.
• A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  
  **Associate of Arts**
  
  **Academic Progression Requirements for the AAIT/WD**
  
  - All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
  - US 101 will be required as the first course in the first block of the First-Year Sequence.
  - All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
  - With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
    - University of Phoenix coursework,
    - Regionally or nationally accredited coursework (C- or higher grade),
    - University of Phoenix Prior Learning Assessment,
    - National Testing Programs, and
    - ACE evaluated Military credits.
  - The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
  - All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
  - Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
  - Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
  
  **Additional Residency Requirements and Course Waivers for the AAIT/WD**
  
  Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
  
  **Course Descriptions for the AAIT/WD**
  
  **IT 210** ........................................................................................3 credits
  
  **Fundamentals of Programming with Algorithms and Logic**
  
  This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.
  
  **IT 235** ........................................................................................3 credits
  
  **Image Editing and Implementation**
  
  Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic retouching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.
  
  **IT 236** ........................................................................................3 credits
  
  **Intro to Web Design I**
  
  Intro to Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.
  
  **IT 237** ........................................................................................3 credits
  
  **Intro to Web Design II**
  
  This course builds upon a foundational understanding of Web design and examines professional Web development technologies. Topics include dynamic hypertext markup language (DHMTL), interactive technologies, advanced use of presentational technologies and Web 2.0. Emphasis is placed upon the appropriate use of Web programming tools and professional development standards.
  
  **COM 150** ........................................................................................3 credits
  
  **Effective Essay Writing**
  
  In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.
  
  **COM 220** ........................................................................................3 credits
  
  **Research Writing**
  
  Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.
  
  **MAT 219** ........................................................................................3 credits
  
  **Introduction to College Algebra**
  
  This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
  
  **MAT 220** ........................................................................................3 credits
College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

BIO 100 ................................................................................... 4 credits

Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 ................................................................................... 3 credits

Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

IT 205 ~ .................................................................................... 3 credits

Management of Information Systems
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

HIS 135 ..................................................................................... 3 credits

The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

ETH 125 ................................................................................... 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ................................................................................... 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ................................................................................... 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment.

Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Information Technology/Information Technology Support (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Information Technology/Information Technology Support (AAIT/ITS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residency. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state.

Please contact your enrollment advisor for more information.

The Associate of Arts Degree with a concentration in Information Technology/Information Technology Support covers theory and practice to provide a foundation in hardware and software computer support. Online labs give students hands on experience in hardware, software, networking and security fundamentals. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ait-its.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Concentration in Information Technology/Information Technology Support - Track A and B

IT 205 ~ ................................................................. 3 credits
Management of Information Systems
IT 206 ~ ................................................................. 3 credits
PC Applications Support
IT 280 ~ ................................................................. 3 credits
Computer Hardware Fundamentals
IT 282 ~ ................................................................. 3 credits
Computer Software Fundamentals
IT 284 ~ ................................................................. 3 credits
Enterprise Computer Support

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAIT/ITS

• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

**General Education Requirements for the AAIT/ITS for Arkansas Students**

Communication Arts Requirement 6 credits  
(A Track must include: COM 150 and COM 220)  
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits  
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits  
(B Track must include: SCI 162)

Must include: BIO 100 and CHM 109

The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits  
(A Track must include: ETH 125)  
(B Track must include: PSY 201 and ETH 125)

Must include: HIS 135

HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits  
(A Track must include: CRT 205)  
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits  
(A Track must include: GEN 105)  
(B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for the AAIT/ITS**

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.

• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.

• A minimum grade point average (GPA) of 2.0.

• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**Academic Progression Requirements for the AAIT/ITS**

• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.

• US 101 will be required as the first course in the first block of the First-Year Sequence.

• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.

• 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.

**General Education Requirements for the AAIT/ITS for Minnesota Students**

Communication Arts Requirement 6 credits  
(A Track must include: COM 150 and COM 220)  
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits  
Science & Technology Requirement 9 credits  
(B Track must include: SCI 162)

Social Science Requirement 9 credits  
(A Track must include: ETH 125)  
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 9 credits  
(A Track must include: CRT 205)  
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits  
(A Track must include: GEN 105)  
(B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for the AAIT/ITS**

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.

• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.

• A minimum grade point average (GPA) of 2.0.

• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**Academic Progression Requirements for the AAIT/ITS**

• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.

• US 101 will be required as the first course in the first block of the First-Year Sequence.

• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.

• 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.

**General Education Requirements for the AAIT/ITS for Minnesota Students**

Communication Arts Requirement 6 credits  
(A Track must include: COM 150 and COM 220)  
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits  
Science & Technology Requirement 9 credits  
(B Track must include: SCI 162)

Social Science Requirement 9 credits  
(A Track must include: ETH 125)  
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 9 credits  
(A Track must include: CRT 205)  
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits  
(A Track must include: GEN 105)  
(B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.

• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAIT/ITS

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAIT/ITS

IT 205............................................................................................................. 3 credits

Management of Information Systems
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

IT 206............................................................................................................. 3 credits

PC Applications Support
This course will prepare students to support Microsoft Office applications. The student will learn the product features of Word, Excel, PowerPoint, Outlook and Access. This course is based on the requirements of the Microsoft Office Specialist certification.

IT 280............................................................................................................. 3 credits

Computer Hardware Fundamentals
This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

IT 282............................................................................................................. 3 credits

Computer Software Fundamentals
This course is an introduction to the fundamentals of the Vista and legacy Windows Operating Systems (98/ME, 2000/XP) for computer software configuration, file management, performance monitoring, optimization, maintenance, recovery and security. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

IT 284............................................................................................................. 3 credits

Enterprise Computer Support
This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support PC Technician and provide exceptional computer support service. This includes the fundamentals of customer service, effective questioning, verbal and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers. This course includes remote access to hands-on, real-world customer support issues and Scenarios.

COM 150 .................................................................................................. 3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 .................................................................................................. 3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

MAT 219.................................................................................................. 3 credits

Introduction to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 220.................................................................................................. 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

BIO 100.................................................................................................. 4 credits

Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109.................................................................................................. 3 credits

Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical exam-
Concentration in Information Technology/Programming - Track A and B

IT 205 ~ .................................................................3 credits
Management of Information Systems
IT 210 ~ .................................................................3 credits
Fundamentals of Programming with Algorithms and Logic
IT 236 ~ .................................................................3 credits
Intro to Web Design I
IT 215 ~ .................................................................3 credits
Java Programming
IT 218 ~ .................................................................3 credits
Introduction to C/C++

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAIT/PRG

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAIT/PRG for Arkansas Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Must include: BIO 100 and CHM 109
The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Must include: HIS 135
HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version.
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

<table>
<thead>
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The following Associate of Arts/Concentration in Information Technology/Programming (AAIT/PRG) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

A concentration in Programming offers coursework in computer scripting and programming.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aa-it-prg.

Courses requiring prerequisites are identified by a ~ symbol following the course number.
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program. Students who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

**General Education Requirements for the AAIT/PRG for Minnesota Students**

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for the AAIT/PRG**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**Academic Progression Requirements for the AAIT/PRG**

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.

- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, National Testing Programs, and
  - ACE evaluated Military credits.

- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.

- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

**Additional Residency Requirements and Course Waivers for the AAIT/PRG**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

**Course Descriptions for the AAIT/PRG**

IT 205 ........................................................................................................ 3 credits
Management of Information Systems

This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

IT 210 ........................................................................................................ 3 credits
Fundamentals of Programming with Algorithms and Logic

This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

IT 236 ........................................................................................................ 3 credits
Intro to Web Design I

Intro to Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creat-
ing quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.

IT 215 ....................................................................................3 credits

Introduction to C/C++

JAV A has rapidly become the language of choice for platform independent implementations. This course provides a general introduction to programming, data structures and object-oriented programming in particular. The syntax and semantics of the JAVA language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation. This class requires the Java2 Software Development Kit, Student Edition V, 1.4.2_02 2003.

IT 218 ....................................................................................3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ................................................................................4 credits

Research Writing

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

MAT 219 ....................................................................................3 credits

Introduction to College Algebra

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 220 ....................................................................................3 credits

College Algebra

This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

BIO 100 ....................................................................................4 credits

Introduction to Life Science with Lab

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 ....................................................................................3 credits

Introductory Chemistry

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 135 ....................................................................................3 credits

The American Experience Since 1945

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

ETH 125 ....................................................................................3 credits

Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ....................................................................................3 credits

Critical Thinking

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media- including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ....................................................................................3 credits

Skills for Learning in an Information Age

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Bachelor of Science in Information Technology

The following Bachelor of Science in Information Technology (BSIT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and
concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Information Technology (BSIT) program is focused on the acquisition of theory and application of technical competencies associated with the information technology profession. The courses prepare students with fundamental knowledge in core technologies, such as systems analysis and design, programming, database design, network architecture and administration, Web technologies and application development, implementation and maintenance.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

A Track Required Introductory Course

GEN 200 ................................................................. 3 credits
Foundations for General Education and Professional Success

B Track Required Introductory Course

GEN 195 ................................................................. 3 credits
Foundations of University Studies

BSIT Required Course of Study - A Track and B Track

CIS 207 ~ ................................................................. 3 credits
Information Systems Fundamentals
PRG 211 ~ ................................................................. 3 credits
Algorithms and Logic for Computer Programming
WEB 240 ~ ................................................................. 3 credits
Web Design Fundamentals
POS 355 ~ ................................................................. 3 credits
Introduction to Operating Systems
ENG 221 ~ ................................................................. 3 credits
Technical Writing Fundamentals
BSA 310 ~ ................................................................. 3 credits
Business Systems
BSA 375 ~ ................................................................. 3 credits
Fundamentals of Business Systems Development
CMGT 410 ~ ................................................................. 3 credits
Project Planning & Implementation
DBM 380 ~ ................................................................. 3 credits
Database Concepts
CMGT 400 ~ ................................................................. 3 credits
Intro to Information Assurance & Security
NTC 362 ~ ................................................................. 3 credits
Fundamentals of Networking
PRG 420 ~ ................................................................. 3 credits
Java Programming I
MTH 221 ~ ................................................................. 3 credits
Discrete Math for IT
CMGT 445 ~ ................................................................. 3 credits
Application Implementation

Concentration in Information Assurance & Security

NTC 405 ~ ................................................................. 3 credits
Telecommunications and Networking I
NTC 406 ~ ................................................................. 3 credits
Telecommunications and Networking II
NTC 408 ~ ................................................................. 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.

BASA 400 ~ ................................................................. 3 credits
Business Systems Development II
BASA 411~ ................................................................. 3 credits
Systems Analysis Methodologies
BASA 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-is.

POS 420 ~ ................................................................. 3 credits
Introduction to UNIX
POS 421~ ................................................................. 3 credits
Windows Server Networking
CMGT 441~ ................................................................. 3 credits
Introduction to Information Systems Security Management
CMGT 442~ ................................................................. 3 credits
Information Systems Risk Management
CMGT 430~ ................................................................. 3 credits
Enterprise Security
Concentration in Mobile Development

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-md.

Students must have access to a Mac computer to complete iOS mobile coursework or the latest Windows operating system to complete Windows mobile coursework.

MBL 400 ~ .................................................................3 credits
Mobile Computing

Students must complete 12 credits from the following coursework:

Android Mobile Development

MBL 402 ~ .................................................................3 credits
Android Mobile Development
MBL 404 ~ .................................................................3 credits
Android Mobile Implementation

Apple iOS Mobile Development

MBL 406 ~ .................................................................3 credits
iOS Mobile Development
MBL 408 ~ .................................................................3 credits
iOS Mobile Implementation

Windows Mobile Development

MBL 410 ~ .................................................................3 credits
Windows Mobile Development
MBL 412 ~ .................................................................3 credits
Windows Mobile Implementation

Concentration in Multimedia & Visual Communication

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-mvc.

VCT 300 ~ .................................................................3 credits
Image Editing
VCT 320 ~ .................................................................3 credits
Electronic Publishing
VCT 410 ~ .................................................................3 credits
Instructional Design
VCT 420 ~ .................................................................3 credits
Multimedia Development
WEB 431 ~ .................................................................3 credits
XML

Concentration in Software Engineering

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-se.

PRG 421 ~ .................................................................3 credits
Java Programming II
BSA 385 ~ .................................................................3 credits
Intro to Software Engineering
CSS 422 ~ .................................................................3 credits
Software Architecture
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.

VCT 300 ~ .................................................................3 credits
Image Editing
WEB 401 ~ .................................................................3 credits
Web Development
WEB 407 ~ .................................................................3 credits
Advanced Web Development
WEB 434 ~ .................................................................3 credits
Website Commercialization I
WEB 435 ~ .................................................................3 credits
Website Commercialization II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSIT

All applicants are expected to meet the following admissions requirements:

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
• Applicants must be currently employed or have access to a work environment.
• Signed Hardware/Software Agreement

Degree Requirements for the BSIT

• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 42 upper division credits.
  • A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
  • A minimum grade point average (GPA) of 2.0.
  • All students must complete the minimum number of credits required by their degree program.
  • Students will declare a concentration at the time of enrollment.
  • Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
    Bachelor of Science in Information Technology

General Education Requirements for the BSIT

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts Requirement 6 credits
(A Track must include COMM 215, equivalent, or higher and COMM 218)
(B Track must include: COM 170 and COM 172)
Mathematics Requirement 6 credits
(Must include MTH 220, equivalent, or higher)
Science & Technology Requirement 6 credits
(B Track must include: SCI 163)
Must include at least three (3) credits in the physical or biological sciences
Humanities Requirement 6 credits
(B Track must include: HUM 114)
Social Science Requirement 6 credits
(B Track must include: PSY 211)
Additional Liberal Arts Requirement 6 credits
(B Track must include: COMM 218)
Interdisciplinary Requirement 18 credits
(B Track must include: FP 120)
All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSIT for Arkansas Students

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
Communication Arts Requirement(s) 6 credits
(A Track must include: COMM 215, equivalent, or higher and COMM 218)
(B Track must include: COM 170 and COM 172)
Mathematics Requirement(s) 6 credits
(Must include MTH 220)
Science & Technology Requirement(s) 9 credits
(B Track must include: SCI 163)
Must include CHM 110 and PHY 101 or equivalent transfer coursework with a lab component.
Humanities Requirement(s) 9 credits
(B Track must include: HUM 114)
Social Science Requirement(s) 9 credits
(B Track must include: PSY 211)
Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content.
Additional Liberal Arts Requirement(s) 6 credits
(B Track must include: COMM 218)
Interdisciplinary Requirement(s) 9 credits
(B Track students must include: FP 120)
All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSIT

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who 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 in this program may waive a maximum of 30 credits from the First-Year Sequence prior to enrolling in any other course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSIT

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. The following courses in the Required Course of Study may not be waived: GEN 195, GEN 200
Students may waive, with or without credit, courses in the Required Course of Study, but must substitute with any upper division coursework to satisfy the required course of study (national testing program credit, prior learning credit, and military credit, or General Education coursework, may not be used to replace coursework waived, with or without credit).
Course Descriptions for the BSIT

GEN 200 .............................................................. 3 credits
Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 195 .............................................................. 3 credits
Foundations of University Studies
The essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at the University of Phoenix are introduced in this course. The course develops and applies practical knowledge and skills immediately relevant to first-year university students. Course topics include goal setting and working with personal motivation, understanding and using University resources, developing efficient study habits, making the most of personal learning styles, and how best to manage time and reduce personal stress levels.

CIS 207 .............................................................. 3 credits
Information Systems Fundamentals
This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

PRG 211 .............................................................. 3 credits
Algorithms and Logic for Computer Programming
This course provides students with a basic understanding of programming development concepts. 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, control structures, functional decomposition, arrays, and files, classes and objects.

WEB 240 .............................................................. 3 credits
Web Design Fundamentals
This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language, scripting, and presentational technologies to create websites with the aid of a software authoring application. Topics include XHTML, CSS, JavaScript®, server hosting, site publication, site maintenance, and search engine optimization.

POS 355 .............................................................. 3 credits
Introduction to Operating Systems
This course provides an introduction to operating systems. Topics covered include operating system concepts, program execution, and operating system internals such as memory, processor, device, and file management. A variety of operating systems are compared and contrasted.

ENG 221 .............................................................. 3 credits
Technical Writing Fundamentals
This course covers the fundamentals and best practices of using written communication in business and in the information technologies. Topics include strategies, techniques, and nuances for producing emails, memos, reports, proposals, project specifications, and user manuals, as well as other technical documents.

BSA 310 .............................................................. 3 credits
Business Systems
This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, human resources, legal, and operations. Emphasis is placed upon the inputs and outputs of information systems, the potential for integration of the systems, and information systems security.

BSA 375 .............................................................. 3 credits
Fundamentals of Business Systems Development
This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

CMGT 410 .......................................................... 3 credits
Project Planning and Implementation
This course provides the foundation for successful project planning, organization, and implementation within the realm of information technology. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling and staffing, tracking and controlling, and software tools for project management.

CMGT 440 .......................................................... 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 440 .......................................................... 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.

DBM 380 ............................................................. 3 credits
Fundamentals of Networking
This course provides a foundation in the basic telecommunications and networking technologies fundamental to the industry and to the broad field of telecommunications. Analog, digital, and radio frequency technologies are covered. Also covered in this course is an introduction to the OSI protocol model, network-switching systems, basics of wireless communications, and network security.

PRG 420 ............................................................. 3 credits
Java Programming I
This course introduces object-oriented programming in the content of business applications development. The basics of the Java programming language are covered.

MTH 221 ............................................................. 3 credits
Discrete Math for Information Technology
Discrete (as opposed to continuous) mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an
understanding of these areas and their use in the field of Information Technology.

CMGT 445 ................................................................. 3 credits
Application Implementation
This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated with sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s) and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.

COMM 215 .............................................................. 3 credits
Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

MTH 220 ................................................................. 3 credits
College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

MTH 221 ................................................................. 3 credits
Discrete Math for Information Technology
Discrete (as opposed to continuous) mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.

GEN 101 ................................................................. 3 credits
Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ................................................................. 3 credits
Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

CHM 110 ................................................................. 3 credits
Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 ................................................................................................................ 3 credits
Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 .................................................................................................................. 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 .................................................................................................................. 3 credits
State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

Course Descriptions for the Concentration in Advanced Networking
NCT 405 .............................................................................................................. 3 credits
Telecommunications and Networking I
This course is designed to provide the fundamentals of basic telecommunications including an introduction to standards, organizations, and governing bodies, and concepts such as TCP/IP, modulation or demodulation, and terminology for telecommunications and computer networks. The basics of analog and digital circuits are analyzed. Complex digital equipment, such as multiplexers, is introduced. The course is completed with an overview and analysis of various network topologies and network operating systems explaining how the electronic concepts assist in network troubleshooting.

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.
Global Network Architecture and Design
This course addresses the fundamentals of network design and analysis with an emphasis on network traffic. The network design techniques necessary for LAN and WAN implementations are covered. The concept of service levels, the provisioning of and importance of service levels are analyzed.

NTC 411 .......................................................... 3 credits

Global Network Management, Support and Security
NTC 411 broadens network design and analysis to include global considerations for an enterprise network configuration. This course introduces the topic of overall end-to-end network management, the concepts and the available tools to the network designer. The development and management of the relationships between the enterprise and the WAN providers is discussed. Network security, Disaster Recovery, and Business Continuity planner is also addressed in this course.

NTC 415 .......................................................... 3 credits

Network Integration Project
The focus of this course is the application of network design and performance concepts. The design considerations for a global network, including LANs and WANs with both wired and wireless functionality will be applied. End-to-end performance criteria and service levels guarantees will examined as a part of network design project. Network capabilities to handle varying types of traffic from low speed data to large image files and streaming video and digital voice will be explored.

Course Descriptions for the Concentration in Business Systems Analysis
BSA 400 .......................................................... 3 credits

Business Systems Development II
This course continues the subject matter of BSA/375, Fundamentals of Business Systems Development. It completes an examination of methodologies, tools, and standards used in business systems development. An emphasis is placed on examining enterprise-level business systems.

BSA 411 .......................................................... 3 credits

Systems Analysis Methodologies
This course provides the student with an understanding of several methodologies available to identify business problems and the possible information system solutions for addressing problems.

BSA 412 .......................................................... 3 credits

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 scopeing, estimating, budgeting, scheduling, tracking, and controlling.

CMGT 413 .......................................................... 3 credits

Application Acquisition and Sourcing
This course examines a number of alternatives to be considered when delivery of an information technology application is needed. The evaluation of alternatives such as build versus buy and in-sourcing or outsourcing are covered along with the considerations for testing and evaluation of information technology decisions. The primary components of a Request for Proposal (RFP) and a Statement of Work (SOW) are examined in this course.

Course Descriptions for the Concentration in Information Management
IM 300 .......................................................... 3 credits

Data Organization Architecture
This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.

IM 305 .......................................................... 3 credits

Data Modeling
This course provides an in-depth look at several intermediate design and architecture concepts. The course covers the design method used in the creation of a relational database, the required steps to reengineer a database, and several tools and techniques used through the database design process.

POS 410 .......................................................... 3 credits

SQL for Business
This course examines the use of database technology in a variety of information technology applications. The use of text, multimedia, temporal, spatial, and mobile databases will be covered in this course.

DBM 460 .......................................................... 3 credits

Enterprise Database Management Systems
This course covers distributed computing, middleware and industry standards as relating to the enterprise data repository. Data warehousing, data mining, and data marts are covered from an enterprise perspective.

Course Descriptions for the Concentration in Information Systems Security
POS 420 .......................................................... 3 credits

Introduction to UNIX
This course is a survey of the UNIX® operations. The student will gain an understanding of the internal operations of the UNIX® system, which enables the user to make efficient use of files, file systems, and processes. Commands for efficient management of UNIX® system files, file systems and process, systems administration and security are also examined.

POS 421 .......................................................... 3 credits

Windows Server Networking
This course is a survey of Windows Server Administration. Topics emphasize the structure and the various applications supported by Windows Server. The course includes remote, hands-on access to Windows lab exercises.

CMGT 441 .......................................................... 3 credits

Introduction to Information Systems Security Management
This course introduces security principles and management issues that IT professionals must consider. The course surveys current and emerging security practices and processes as they relate to;
information systems, systems development, operating systems and programming, database development and management, networking and telecommunications, and the Internet.

CMGT 442 ............................................................................................................ 3 credits

Information Systems Risk Management
This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of computer-based information systems. This course will survey remedies and prevention techniques available to address the risk areas present. Organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer-based information systems.

CMGT 430 ............................................................................................................ 3 credits

Enterprise Security
This course covers the managerial and technical considerations related to access controls, authentication, external attacks and other risk areas facing the enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well the concepts for protecting the hardware and software assets of the enterprise.

Course Descriptions for the Concentration in Mobile Development

MBL 400 ............................................................................................................ 3 credits

Mobile Computing
This course is an introduction to mobile application development. Participants will learn about industry standards, how to select an application platform and architecture, and current trends in mobile application development. Additionally, the course covers HTML 5, CSS, and JavaScript for mobile devices. Upon completion of the course, participants will be able to plan, design and create simple mobile applications.

MBL 402 ............................................................................................................ 3 credits

Android Mobile Development
This course will cover the basics of coding for Android. Topics include use of the Android APIs, persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.

MBL 404 ............................................................................................................ 3 credits

Android Mobile Implementation
This course will continue to build on the fundamentals covered in Android Mobile Development. Topics include security, multi-threading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.

MBL 406 ............................................................................................................ 3 credits

iOS Mobile Development
This course will cover the basics of coding for iOS. Topics include Objective-C, persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.

MBL 408 ............................................................................................................ 3 credits

iOS Mobile Implementation
This course will continue to build on the fundamentals covered in iOS Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.

MBL 410 ............................................................................................................ 3 credits

Windows Mobile Development
This course will cover the basics of coding mobile applications for Windows Phone. Topics include use of XAML, the Windows Phone APIs (through C# or VB.NET), persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.

MBL 412 ............................................................................................................ 3 credits

Windows Mobile Implementation
This course will continue to build on the fundamentals covered in Windows Mobile Development. Topics include security, multi-threading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.

Course Descriptions for the Concentration in Multimedia & Visual Communication

VCT 300 ............................................................................................................ 3 credits

Image Editing
This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on file formats, composition, color, text design, retouching and manipulation of graphic and photographic images.

VCT 320 ............................................................................................................ 3 credits

Electronic Publishing
This course presents the essential role of electronic publishing in the delivery of information to today’s businesses and consumers. Most of the course is concerned with methods and techniques involved in the electronic publishing of business presentations, corporate reports, newsletters, training materials, manuals and electronic books, but other information formats such as wikis and blogs are also considered.

VCT 410 ............................................................................................................ 3 credits

Instructional Design
This course presents principles of instructional design. An instructional design methodology is presented that includes requirements analysis, performance objectives, performance measures, instructional strategies, storyboarding, design specifications, development, implementation and evaluation.

VCT 420 ............................................................................................................ 3 credits

Multimedia Development
This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is on the integration of animation, audio and video content to maximize communication.

WEB 431 ............................................................................................................ 3 credits

XML
This course extends Web programming to include XML. An emphasis is placed upon the appropriate use of XML as a programming tool.

Course Descriptions for the Concentration in Software 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 inter-

faces, online supply chain management, eCommerce tools and techniques, branding, basic marketing strategies and Search Engine Optimization.
WEB 435 ................................................................. 3 credits

Website Commercialization II
This course explores the concept of website commercialization from the perspective of an advanced web developer. Students will focus on client security and server security, social networks, virtual worlds, m-commerce, non-traditional marketing strategies and customer service.

Bachelor of Science in Information Technology
(Maryland)

The following Bachelor of Science in Information Technology (BSIT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Information Technology (BSIT) program is focused on the acquisition of theory and application of technical competencies associated with the information technology profession. The courses prepare students with fundamental knowledge in core technologies, such as systems analysis and design, programming, database design, network architecture and administration, Web 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

### Emphasis in Advanced Networking
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-an.

- NTC 405 ~ ................................................................... 3 credits
- Telecommunications and Networking I
- NTC 406 ~ ................................................................... 3 credits
- Telecommunications and Networking II
- NTC 409 ~ ................................................................... 3 credits
- Global Network Architecture and Design
- NTC 411 ~ .......................................................... 3 credits
- Global Network Management, Support and Security
- NTC 415 ~ .......................................................... 3 credits
- Network Integration Project

### Emphasis in Business Systems Analysis
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-bsa.

- BSA 400 ~ .......................................................... 3 credits
- Business Systems Development II
- BSA 411~ .......................................................... 3 credits
- Systems Analysis Methodologies
- BSA 412~ .......................................................... 3 credits
- Systems Analysis Tools
- CMGT 411~ .......................................................... 3 credits
- Project Planning Management
- CMGT 413~ .......................................................... 3 credits
- Application Acquisition & Sourcing

### Emphasis in Information Management
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-im.

- IM 300~ .......................................................... 3 credits
- Data Organization Architecture
- IM 305 ~ .......................................................... 3 credits
- Data Modeling
- POS 410 ~ .......................................................... 3 credits
- SQL for Business
- DBM 384 ~ .......................................................... 3 credits
- Special Purpose Databases
- DBM 460 ~ .......................................................... 3 credits
- Enterprise Database Management Systems

### Emphasis in Information Systems Security
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-iss.

- POS 420 ~ .......................................................... 3 credits
- Introduction to UNIX
- POS 421 ~ .......................................................... 3 credits
- Windows Server Networking
- CMGT 441 ~ .......................................................... 3 credits
- Introduction to Information Systems Security Management
- CMGT 442 ~ .......................................................... 3 credits
- Information Systems Risk Management
- CMGT 430 ~ .......................................................... 3 credits
- Enterprise Security

### Emphasis in Mobile Development
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-md.

Students must have access to a Mac computer to complete iOS mobile coursework or the latest Windows operating system to complete Windows mobile coursework.

- Students must complete 15 credits from the following coursework:
  - MBL 400 ~ .......................................................... 3 credits
  - Mobile Computing
  - MBL 402 ~ .......................................................... 3 credits
  - Android Mobile Development
  - MBL 404 ~ .......................................................... 3 credits
  - Android Mobile Implementation
  - MBL 406 ~ .......................................................... 3 credits
  - iOS Mobile Development
  - MBL 408 ~ .......................................................... 3 credits
  - iOS Mobile Implementation
  - MBL 410 ~ .......................................................... 3 credits
  - Windows Mobile Development
  - MBL 412 ~ .......................................................... 3 credits
  - Windows Mobile Implementation

### Emphasis in Multimedia &Visual Communication
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-mvc.

- VCT 300 ~ .......................................................... 3 credits
- Image Editing
- VCT 320 ~ .......................................................... 3 credits
- Electronic Publishing
- VCT 410 ~ .......................................................... 3 credits
- Instructional Design
- VCT 420 ~ .......................................................... 3 credits
- Multimedia Development
- WEB 431 ~ .......................................................... 3 credits
- XML
**Emphasis in Software Engineering**
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-se.

PRG 421 ~............................................................3 credits
Java Programming II
BSA 385 ~............................................................3 credits
Intro to Software Engineering
CSS 422 ~............................................................3 credits
Software Architecture
POS 408 ~............................................................3 credits
.NET I
POS 409 ~............................................................3 credits
.NET II

**Emphasis in Web Development**
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-wd.

VCT 300 ~............................................................3 credits
Image Editing
WEB 401 ~............................................................3 credits
Web Development
WEB 407 ~............................................................3 credits
Advanced Web Development
WEB 434 ~............................................................3 credits
Website Commercialization I
WEB 435 ~............................................................3 credits
Website Commercialization II

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the BSIT**
All applicants are expected to meet the following admissions requirements:
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.

**Degree Requirements for the BSIT**
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 42 upper division credits.
  - A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.
  - All students must complete the minimum number of credits required by their degree program.
  - Students will declare an emphasis at the time of enrollment.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Bachelor of Science in Information Technology

**General Education Requirements for the BSIT**
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

**Communication Arts Requirement 6 credits**
(A Track must include COMM 215, equivalent, or higher and COMM 218)
(B Track must include: COM 170 and COM 172)

**Mathematics Requirement 6 credits**
(Must include MTH 220, equivalent, or higher)

**Science & Technology Requirement 6 credits**
(B Track must include: SCI 163)
Must include at least three (3) credits in the physical or biological sciences

**Humanities Requirement 6 credits**
(B Track must include: HUM 114)

**Social Science Requirement 6 credits**
(B Track must include: PSY 211)

**Additional Liberal Arts Requirement 6 credits**
(B Track must include COMM 218)

**Interdisciplinary Requirement 18 credits**
(B Track must include: FP 120)

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Academic Progression Requirements for the BSIT**
- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).

Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First-Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.

Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.

Students may not complete any of the First-Year Sequence courses via Directed Study.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

**Additional Residency Requirements and Course Waivers for the BSIT**

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

The following courses in the Required Course of Study may not be waived: GEN 195, GEN 200

Students may waive, with or without credit, courses in the Required Course of Study, but must substitute with any upper division coursework to satisfy the required course of study (national testing program credit, prior learning credit, and military credit, or General Education coursework, may not be used to replace coursework waived, with or without credit).

**Course Descriptions for the BSIT**

**GEN 200: 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: 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: 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: 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: Web Design Fundamentals**

This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language, scripting, and presentational technologies to create websites with the aid of a software authoring application. Topics include XHTML, CSS, JavaScript®, server hosting, site publication, site maintenance, and search engine optimization.

**POS 355: 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: 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: 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 system security.

**CMGT 410: Project Planning and Implementation**

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.
DBM 380

**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

**Intro to Information Assurance & Security**

This course is an introduction to information assurance and security in computing technology. Topics include risk management; protecting information in the enterprise; business continuity and disaster recovery planning; threats and remediation; legal, ethical, and professional issues; and considerations within systems development processes.

NTC 362

**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

**Java Programming I**

This course introduces object-oriented programming in the context of business applications development. The basics of the Java programming language are covered.

MTH 221

**Discrete Math for Information Technology**

Discrete (as opposed to continuous) mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.

CMGT 445

**Application Implementation**

This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated with sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s) and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.

COMM 215

**Essentials of College Writing**

This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

MTH 220

**College Algebra**

This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

MTH 221

**Discrete Math for Information Technology**

Discrete (as opposed to continuous) mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.

GEN 101

**Skills for Professional Development**

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University Library and learn how to access resources successfully.

CHM 110

**Introductory Chemistry**

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101

**Fundamentals of Physics**

This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145

**The American Experience Since 1945**

This course is an overview of the principal social, political, economic, and global events which have shaped the American experi-
ence since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ........................................................................... 3 credits

State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups to debate public policy issues in a local or state government meeting setting.

Course Descriptions for the Emphasis in Advanced Networking

Telecommunications and Networking I
This course is designed to provide the fundamentals of basic telecommunications including an introduction to standards, organizations, and governing bodies, and concepts such as TCP/IP, modulation or demodulation, and terminology for telecommunications and computer networks. The basics of analog and digital circuits are analyzed. Complex digital equipment, such as multiplexers, is introduced. The course is completed with an overview and analysis of various network topologies and network operating systems explaining how the electronic concepts assist in network troubleshooting.

NTC 406 ........................................................................... 3 credits

Telecommunications and Networking II
NTC 406 provides analysis of the seven levels of the OSI model as the basis for analysis and discussion of network protocols. Each level of the OSI model is analyzed in detail with the related theory being applied to specific applications in the industry.

NTC 409 ........................................................................... 3 credits

Global Network Architecture and Design
This course addresses the fundamentals of network design and analysis with an emphasis on network traffic. The network design techniques necessary for LAN and WAN implementations are covered. The concept of service levels, the provisioning of and importance of service levels are analyzed.

NTC 411 ........................................................................... 3 credits

Global Network Management, Support and Security
NTC 411 broadens network design and analysis to include global considerations for an enterprise network configuration. This course introduces the topic of overall end-to-end network management, the concepts and tools for the network designer. The development and management of the relationships between the enterprise and the WAN providers is discussed. Network security, Disaster Recovery, and Business Continuity planner is also addressed in this course.

NTC 415 ........................................................................... 3 credits

Network Integration Project
The focus of this course is the application of network design and performance concepts. The design considerations for a global network, including LANs and WANs with both wired and wireless functionality will be applied. End-to-end performance criteria and service levels guarantees will examined as a part of network design project. Network capabilities to handle varying types of traffic from low speed data to large image files and streaming video and digital voice will be explored.

Course Descriptions for the Emphasis in Business Systems Analysis

BSA 400 ........................................................................... 3 credits

Business Systems Development II
This course continues the subject matter of BSA 375, Fundamentals of Business Systems Development. It completes an examination of methodologies, tools, and standards used in business systems development. An emphasis is placed on examining enterprise-level business systems.

BSA 411 ........................................................................... 3 credits

Systems Analysis Methodologies
This course provides the student with an understanding of several methodologies available to identify business problems and the possible information system solutions for addressing problems.

BSA 412 ........................................................................... 3 credits

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 scope, estimating, budgeting, scheduling, tracking, and controlling.

CMGT 411 ........................................................................ 3 credits

Application Acquisition and Sourcing
This course examines a number of alternatives to be considered when delivery of an information technology application is needed. The evaluation of alternatives such as build versus buy and insourcing or outsourcing are covered along with the considerations for testing and evaluation of information technology decisions. The primary components of a Request for Proposal (RFP) and a Statement of Work (SOW) are examined in this course.

Course Descriptions for the Emphasis in Information Management

IM 300 ........................................................................... 3 credits

Data Organization Architecture
This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.

IM 305 ........................................................................... 3 credits

Data Modeling
This course provides an in-depth look at several intermediate design and architecture concepts. The course covers the design method used in the creation of a relational database, the required steps to reengineer a database, and several tools and techniques used through the database design process.

POS 410 ........................................................................... 3 credits

SQL For Business
This course covers Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.
DBM 384 .................................................................3 credits
Special Purpose Databases
This course examines the use of database technology in a variety of information technology applications. The use of text, multimedia, temporal, spatial, and mobile databases will be covered in this course.

DBM 460 .................................................................3 credits
Enterprise Database Management Systems
This course covers distributed computing, middleware and industry standards as relating to the enterprise data repository. Data warehousing, data mining, and data marts are covered from an enterprise perspective.

Course Descriptions for the Emphasis in Information Systems Security Management

POS 420........................................................................3 credits
Introduction to UNIX
This course is 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 Emphasis in Mobile Development

MBL 400........................................................................3 credits
Mobile Computing
This course is an introduction to mobile application development. Participants will learn about industry standards, how to select an application platform and architecture, and current trends in mobile application development. Additionally, the course covers HTML 5, CSS, and JavaScript for mobile devices. Upon completion, participants will be able to plan, design and create simple mobile applications.

MBL 402........................................................................3 credits
Android Mobile Development
This course will cover the basics of coding for Android. Topics include use of the Android APIs, persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.

MBL 404........................................................................3 credits
Android Mobile Implementation
This course will continue to build on the fundamentals covered in Android Mobile Development. Topics include security, multi-threading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.

MBL 406........................................................................3 credits
iOS Mobile Development
This course will cover the basics of coding for iOS. Topics include Objective-C, persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.

MBL 408........................................................................3 credits
iOS Mobile Implementation
This course will continue to build on the fundamentals covered in iOS Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.

MBL 410........................................................................3 credits
Windows Mobile Development
This course will cover the basics of coding mobile applications for Windows Phone. Topics include use of XAML, the Windows Phone APIs (through C# or VB.NET), persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.

MBL 412........................................................................3 credits
Windows Mobile Implementation
This course will continue to build on the fundamentals covered in Windows Mobile Development. Topics include security, multi-threading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.

Course Descriptions for the Emphasis in Multimedia & Visual Communication

VCT 300........................................................................3 credits
Image Editing
This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on file formats, composition, color, text design, retouching and manipulation of graphic and photographic images.

VCT 320........................................................................3 credits
Electronic Publishing
This course presents the essential role of electronic publishing in
the delivery of information to today’s businesses and consumers. Most of the course is concerned with methods and techniques involved in the electronic publishing of business presentations, corporate reports, newsletters, training materials, manuals and electronic books, but other information formats such as wikis and blogs are also considered.

VCT 410 .................................................................................... 3 credits

Instructional Design
This course presents principles of instructional design. An instructional design methodology is presented that includes requirements analysis, performance objectives, performance measures, instructional strategies, 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 Emphasis in Software Engineering
PRG 421 .................................................................................... 3 credits

Java Programming II
This course continues the subject in PRG 420, Java Programming I. Topics include designing complex applications and the use of date files.

BSA 385 .................................................................................... 3 credits

Intro to Software Engineering
This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a background in applications software development and testing techniques through a combination of theory and application.

CSS 422 .................................................................................... 3 credits

Software Architecture
This course is an integrating course in business application software engineering. Integration, migration, and maintenance of enterprise software systems, including legacy systems, are emphasized.

POS 408 .................................................................................... 3 credits

.NET I
This course introduces object-oriented programming in the context of business applications development. It develops the skills and knowledge necessary to produce beginning event-driven programs with graphical user interfaces (GUI). Topics include standard Windows compatible forms, controls, and procedures. The course uses Visual Basic.

POS 409 .................................................................................... 3 credits

.NET II
This course extends the facilities of the .NET family of languages. The course focuses on the C# language. Topics covered include designing C# applications, writing and debugging programs, data files and database connectivity.

Course Descriptions for the Emphasis in Web Development
VCT 300 .................................................................................... 3 credits

Image Editing
This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on file formats, composition, color, text design, retouching and manipulation of graphic and photographic images.

WEB 401 .................................................................................... 3 credits

Web Development
This course covers topics such as designing dynamic web pages and an introduction to Java and Java applets. Emphasis is placed upon the appropriate use of web programming tools.

WEB 407 .................................................................................... 3 credits

Advanced Web Development
This course focuses on existing and emerging Web development technologies. Topics include specialized Web markup languages, server-side backend databases, server-side programming, web services, enterprise Web development and Web applications.

WEB 431 .................................................................................... 3 credits

XML
This course extends Web programming to include XML. An emphasis is placed upon the appropriate use of XML as a programming tool.

WEB 435 .................................................................................... 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, e-commerce tools and techniques, branding, basic marketing strategies and Search Engine Optimization.

WEB 435 .................................................................................... 3 credits

Website Commercialization II
This course explores the concept of website commercialization from the perspective of an advanced web developer. Students will focus on client security and server security, social networks, virtual worlds, m-commerce, non-traditional marketing strategies and customer service.

Associate of Arts Concentration in Information Technology/Health Care Information Technology

The following Associate of Arts Concentration in Information Technology/Health Care Information Technology (AAIT/HIT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students should consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology with a concentration in Health Care IT offers coursework focused on technical knowledge and IT skills applied to health care business operations. This degree program provides students with courses focused on technical skills and interactive, hands-on experience in Information Technology.
Systems (IS) fundamentals, personal computer hardware and operating systems support, and Health Care Information Technology (HIT).

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aaht-hit.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Preferred Sequence and Requirements - A Track and B Track**

- **CIS 208** Information Systems Fundamentals in Health Care 3 credits
- **CIS 290** Personal Computer Hardware Support 3 credits
- **CIS 296** Computer Systems Maintenance 3 credits
- **HCS 208** Introduction to Health Care Industry Terms 3 credits
- **HCS 235** Health Care Delivery in the U.S. 3 credits
- **CIS 298** Healthcare IT 3 credits

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the AAIT/HIT**

All applicants are expected to meet the following admission requirements:

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school graduation or equivalency may be submitted to satisfy this requirement.

**Degree Requirements for the AAIT/HIT**

- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows:
  - Associate of Arts

**General Education Requirements for the AAIT/HIT**

The General Education requirements for this program are the following:

- Communication Arts Requirement 6 credits
  - **A Track must include:** COMM 215, equivalent, or higher and COMM 218
  - **B Track must include:** COM 170 and COM 172

- Mathematics Requirement 6 credits
  - Effective enrollment agreements signed prior to 7/1/2013: Must include MTH 209, equivalent, or higher
  - Effective for all new enrollment agreements signed 7/1/2013 or thereafter: MTH 220, equivalent, or higher

- Science and Technology 6 credits
  - **B Track must include:** SCI 163
  - Effective for all new enrollment agreements signed 5/1/2013 or thereafter: Must include at least three (3) credits in the physical or biological sciences

- Humanities Requirement 6 credits
  - **B Track must include:** HUM 114

- Social Science Requirement 6 credits
  - **B Track must include:** PSY 211

- Additional Liberal Arts Requirement 3 credits
  - **A Track must include:** GEN 200
  - **B Track must include:** GEN 195

- Interdisciplinary Requirement 9 credits
  - **B Track must include:** FP 120 and COMM 218

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Academic Progression Requirements for the AAIT/HIT**

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence:
  - First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
  - GEN 195 will be required as the first course in the First-Year Sequence.
  - All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
  - With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
    - University of Phoenix coursework,
    - Regionally or nationally accredited coursework (C- or higher grade),
    - University of Phoenix Prior Learning Assessment,
    - National Testing Programs, and
    - ACE evaluated Military credits.
  - The course used to satisfy a First-Year Sequence course must be comparable in content to the University course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
  - Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
  - Students who list 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN/200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN/195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAIT/HIT
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
The following courses in the Required Course of Study may not be waived: GEN 195 and GEN 200

Course Descriptions for the AAIT/HIT

CIS 208  ................................................................. 3 credits
Information Systems Fundamentals in Health Care
This course introduces the fundamentals of computer systems and the role of information processing in today's health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.
CIS 290  ................................................................. 3 credits

Personal Computer Hardware Support
This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.
CIS 296  ................................................................. 3 credits

Computer Systems Maintenance
This course is an introduction to computer hardware and software maintenance and troubleshooting. This course will focus on typical problem scenarios, diagnostics, procedures and solutions.
HCS 208  ................................................................. 3 credits

Introduction to Health Care Industry Terms
This course provides students with a foundational set of basic health care vocabulary that relates to a variety of health care work settings. Students will review terms and concepts related to the structure and professions within the health care delivery systems.
HCS 235  ................................................................. 3 credits

Health Care Delivery in the U.S.
This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
CIS 298  ................................................................. 3 credits

Healthcare IT
This course is an introduction to the technical knowledge and IT skills applied to health care business operations. This course will focus on the application of regulatory requirements, medical business and IT operations, and IT security. In addition, students will also explore medical business and technology applications in health care.
COMM 215  ............................................................. 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.
COMM 218  ............................................................. 3 credits

Public Speaking for the IT Professional
This course will provide the IT professional with the basic concepts for oral presentations; and enable students to develop and deliver effective individual and group presentations in classroom and professional settings.
MTH 209  ................................................................. 3 credits

College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.
MTH 220  ................................................................. 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.
GEN 200  ................................................................. 3 credits

Foundations for General Education and Professional Success
This general education course is designed to 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 101  ................................................................. 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.
GEN 300  ................................................................. 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

**Associate of Arts Emphasis in Information Technology/Health Care Information Technology (Maryland-Online)**

The following Associate of Arts Emphasis in Information Technology/Health Care Information Technology (AAIT/HIT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology with an emphasis in Health Care IT offers coursework focused on technical knowledge and IT skills applied to health care business operations. This degree program provides students with courses focused on technical skills and interactive, hands-on experience in Information Systems (IS) fundamentals, personal computer hardware and operating systems support, and Health Care Information Technology (HIT).

For more information about our graduation rates, the median debt and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

**Preferred Sequence and Requirements - A Track and B Track**

- **CIS 208** Information Systems Fundamentals in Health Care 3 credits
- **CIS 290** Personal Computer Hardware Support 3 credits
- **CIS 296** Computer Systems Maintenance 3 credits
- **HCS 208** Introduction to Health Care Industry Terms 3 credits
- **HCS 235** Health Care Delivery in the U.S. 3 credits
- **CIS 298** Healthcare IT 3 credits

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the AAIT/HIT**

All applicants are expected to meet the following admissions requirements:

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

**Degree Requirements for the AAIT/HIT**

- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows: Associate of Arts.

**General Education Requirements for the AAIT/HIT**

The General Education requirements for this program are the following:

**Communication Arts Requirement 6 credits**
- A Track must include: **COMM 215**, equivalent, or higher and **COMM 218**
- B Track must include: **COM 170 and COM 172**

**Mathematics Requirement 6 credits**
- Effective enrollment agreements signed prior to 7/1/2013: Must include **MTH 209**, equivalent, or higher
- Effective for all new enrollment agreements signed 7/1/2013 or thereafter: **MTH 220**, equivalent, or higher

**Science and Technology 6 credits**
- B Track must include: **SCI 163**
- Effective for all new enrollment agreements signed 5/1/2013 or thereafter: Must include at least three (3) credits in the physical or biological sciences

**Humanities Requirement 6 credits**
- B Track must include: **HUM 114**

**Social Science Requirement 6 credits**
- B Track must include: **PSY 211**

**Additional Liberal Arts Requirement 3 credits**
- A Track must include: **GEN 200**
- B Track must include: **GEN 195**

**Interdisciplinary Requirement 9 credits**
- B Track must include: **FP 120 and COMM 218**

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Academic Progression Requirements for the AAIT/HIT**

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the University on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence:
  - First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
  - GEN 195 will be required as the first course in the First-Year Sequence.
  - All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
  - With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
    - University of Phoenix coursework,
• Regionally or nationally accredited coursework (C- or higher grade),
• University of Phoenix Prior Learning Assessment,
• National Testing Programs, and
• ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the University course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN/200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN/195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAIT/HIT
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. The following courses in the Required Course of Study may not be waived: GEN 195 and GEN 200.

Course Descriptions for the AAIT/HIT

CIS 208 ................................................................. 3 credits
Information Systems Fundamentals in Health Care
This course introduces the fundamentals of computer systems and the role of information processing in today's health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.
CIS 290 ................................................................. 3 credits
Personal Computer Hardware Support
This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.
CIS 296 ................................................................. 3 credits
Computer Systems Maintenance
This course is an introduction to computer hardware and software maintenance and troubleshooting. This course will focus on typical problem scenarios, diagnostics, procedures and solutions.
HCS 208 ................................................................. 3 credits
Introduction to Health Care Industry Terms
This course provides students with a foundational set of basic health care vocabulary that relates to a variety of health care work settings. Students will review terms and concepts related to the structure and professions within the health care delivery systems.
HCS 235 ................................................................. 3 credits

Health Care Delivery in the U.S.
This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
CIS 298 ................................................................. 3 credits

Healthcare IT
This course is an introduction to the technical knowledge and IT skills applied to health care business operations. This course will focus on the application of regulatory requirements, medical business and IT operations, and IT security. In addition, students will also explore medical business and technology applications in health care.
COMM 215 .......................................................... 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.
COMM 218 ......................................................... 3 credits

Public Speaking for the IT Professional
This course will provide the IT professional with the basic concepts for oral presentations; and enable students to develop and deliver effective individual and group presentations in classroom and professional settings.
MTH 209 ............................................................. 3 credits

College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.
MTH 220 ............................................................. 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.
GEN 200 ............................................................. 3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 .................................................................3 credits

Skills for Lifelong Learning

This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 .................................................................3 credits

Skills for Professional Development

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

Associate of Arts in Information Technology

The following Associate of Arts in Information Technology (AAIT/GEN) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state.

Please contact your enrollment advisor for more information.

Preferred Sequence and Requirements - A Track and B Track

CIS 207 ~.................................................................3 credits
Information Systems Fundamentals
CMGT 245 ~.................................................................3 credits
IS Security Concepts
PRG 211 ~.................................................................3 credits
Algorithms and Logic for Computer Programming
DBM 263 ~.................................................................3 credits
Desktop Databases Development
VCT 236 ~.................................................................3 credits

Introduction to Image Editing and Formatting
WEB 240 ~.................................................................3 credits

Web Design Fundamentals

Students in the AAIT/GEN must complete an 18 credit Concentration.

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the AAIT/GEN

All applicants are expected to meet the following admissions requirements:

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAIT/GEN

The General Education requirements for this program are the following:

Communication Arts Requirement 6 credits
(A Track must include: COMM 215, equivalent, or higher and COMM 218)
(B Track must include: COM 170 and COM 172)

Mathematics Requirement 6 credits
Effective enrollment agreements signed prior to 7/1/2013: Must include MTH 209, equivalent, or higher
Effective for all new enrollment agreements signed 7/1/2013 or thereafter: MTH 220, equivalent, or higher

Science & Technology Requirement 6 credits
(B Track must include: SCI 163)
Must include at least three (3) credits in the physical or biological sciences

Humanities Requirement 6 credits
(B Track must include: HLIM 114)

Social Science Requirement 6 credits
(B Track must include: PSY 211)

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 200)
(B Track must include: GEN 195)

Interdisciplinary Requirement 9 credits
(B Track must include: FP 120 and COMM 218)

All undergraduate students are required to complete the minimum general education credits required by their program version.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
Degree Requirements for the AAIT/GEN

- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows: Associate of Arts

Academic Progression Requirements for the AAIT/GEN

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the AAIT/GEN

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

The following courses in the required course of study may not be waived: GEN 200, GEN 195.

Course Descriptions for the AAIT/GEN

CIS 207 ..................................................................................... 3 credits
Information Systems Fundamentals
This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.
CMGT 245.............................................................................. 3 credits
IS Security Concepts
This course introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.
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.
DBM 263 ................................................................................. 3 credits
Desktop Databases Development
This course will cover the use desktop database software to create small database applications. Emphasis will be placed on creating databases and forms. Hands-on experience in the installation, design, and debugging of desktop database software will be included in this course.
VCT 236 .................................................................................. 3 credits
Introduction to Image Editing and Formatting
This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on image editing software applications, file formats, composition, color, text design, retouching, and manipulation of graphic and photographic images.
WEB 240 .................................................................................. 3 credits
Web Design Fundamentals
This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language, scripting, and presentational technologies to create websites with the aid of a software authoring application. Topics include XHTML, CSS, JavaScript®, server hosting, site publication, site maintenance, and search engine optimization.
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
documented.

COMM 218 .................................................................3 credits

Public Speaking for the IT Professional

This course will provide the IT professional with the basic concepts for oral presentations; and enable students to develop and deliver effective individual and group presentations in classroom and professional settings.

MTH 209 .................................................................3 credits

College Mathematics II

This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

GEN 200 .................................................................3 credits

Foundations for General Education and Professional Success

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

The following Associate of Arts in Information Technology (AAIT/GEN) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology program provides the students with a solid foundation to understand basic information technology concepts. The courses in this degree provide an introduction into foundational disciplines to serve as the basis for student progression into a Bachelors program in Information Technology.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aa-it-gen.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Preferred Sequence and Requirements - A Track and B Track

CIS 207 ~ .................................................................3 credits

Information Systems Fundamentals

CMGT 245 ~ .............................................................3 credits

IS Security Concepts

PRG 211 ~ .................................................................3 credits

Algorithms and Logic for Computer Programming

DBM 263 ~ .................................................................3 credits

Desktop Databases Development

VCT 236 ~ .................................................................3 credits

Introduction to Image Editing and Formatting

WEB 240 ~ .................................................................3 credits

Web Design Fundamentals

Students in the AAIT/GEN must complete an 18 credit Emphasis.

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the AAIT/GEN

All applicants are expected to meet the following admissions requirements:

• Applicants must be at least 16 years of age at the time of application.

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAIT/GEN

The General Education requirements for this program are the following:

Communication Arts Requirement 6 credits

(A Track must include: COMM 215, equivalent, or higher and COMM 216)

(B Track must include: COM 170 and COM 172)

Mathematics Requirement 6 credits

Effective enrollment agreements signed prior to 7/1/2013: Must include MTH 209, equivalent, or higher

Effective for all new enrollment agreements signed 7/1/2013 or thereafter: MTH 220, equivalent, or higher

Science & Technology Requirement 6 credits

(B Track must include: SCI 163)

Must include at least three (3) credits in the physical or biological sciences

Humanities Requirement 6 credits

(B Track must include: HUM 114)

Social Science Requirement 6 credits

(B Track must include: PSY 211)

Additional Liberal Arts Requirement 3 credits

(A Track must include: GEN 200)

(B Track must include: GEN 195)

Interdisciplinary Requirement 9 credits

(B Track must include: FP 120 and COMM 218)

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for the AAIT/GEN

• Completion of a minimum of 60 credits.

• A minimum grade point average (GPA) of 2.0.
• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AAIT/GEN
• All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
• GEN 195 will be required as the first course in the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
• With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the AAIT/GEN
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. The following courses in the required course of study may not be waived: GEN 200, GEN 195.

Course Descriptions for the AAIT/GEN
CIS 207 ................................................................. 3 credits

Information Systems Fundamentals
This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.
CMGT 245 ......................................................... 3 credits

IS Security Concepts
This course introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.
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.
DBM 263 .......................................................... 3 credits

Desktop Databases Development
This course will cover the use desktop database software to create small database applications. Emphasis will be placed on creating databases and forms. Hands-on experience in the installation, design, and debugging of desktop database software will be included in this course.
VCT 236 .......................................................... 3 credits

Introduction to Image Editing and Formatting
This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on image editing software applications, file formats, composition, color, text design, retouching, and manipulation of graphic and photographic images.
WEB 240 .......................................................... 3 credits

Web Design Fundamentals
This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language, scripting, and presentational technologies to create websites with the aid of a software authoring application. Topics include XHTML, CSS, JavaScript®, server hosting, site publication, site maintenance, and search engine optimization.
COMM 215 ..................................................... 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.
COMM 218 ..................................................... 3 credits

Public Speaking for the IT Professional
This course will provide the IT professional with the basic concepts
for oral presentations; and enable students to develop and deliver effective individual and group presentations in classroom and professional settings.

MTH 209 ................................................................. 3 credits

**College Mathematics II**

This course continues the demonstration and examination of various basic algebra concepts that were begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

GEN 200 ................................................................................... 3 credits

**Foundations for General Education and Professional Success**

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

**Associate of Arts in Information Technology/Network Support**

The following Associate of Arts in Information Technology/Network Support (AAIT/NS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology with a concentration in Network Support offers coursework in the specific theories, competencies, and skills necessary for success as a network administrator. This concentration is developed with a focus on the Network+ body of knowledge including local area networks, wireless networks, and wide area networks.

For more information about our graduation rates, the median debt and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

**Preferred Sequence and Requirements - A Track and B Track**

CIS 207 ~ ................................................................. 3 credits

Information Systems Fundamentals

NTC 245 ~ ................................................................. 3 credits

Foundation of Local Area Networks

NTC 247 ~ ................................................................. 3 credits

Wireless Networking Concepts

NTC 249 ~ ................................................................. 3 credits

Wide Area Networking Concepts

CMGT 245 ~ ................................................................. 3 credits

**IS Security Concepts**

POS 221 ~ ................................................................. 3 credits

Windows Server Configurations

Students in the AAIT/NS must complete an 18 credit Concentration.

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the AAIT/NS**

All applicants are expected to meet the following admissions requirements:

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

**General Education Requirements for the AAIT/NS**

The General Education requirements for this program are the following:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>(A Track must include: COMM 215, equivalent, or higher and COMM 218)</td>
<td></td>
</tr>
<tr>
<td>(B Track must include: COM 170 and COM 172)</td>
<td></td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>Effective enrollment agreements signed prior to 7/1/2013: Must include MTH 209, equivalent, or higher</td>
<td></td>
</tr>
<tr>
<td>Effective for all new enrollment agreements signed 7/1/2013 or thereafter: Must include MTH 220, equivalent, or higher</td>
<td></td>
</tr>
<tr>
<td>Science &amp; Technology Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>(B Track must include: SCI 163)</td>
<td></td>
</tr>
<tr>
<td>Must include at least three (3) credits in the physical or biological sciences</td>
<td></td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>(B Track must include: HUM 114)</td>
<td></td>
</tr>
<tr>
<td>Social Science Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>(B Track must include: PSY 211)</td>
<td></td>
</tr>
<tr>
<td>Additional Liberal Arts Requirement</td>
<td>3 credits</td>
</tr>
<tr>
<td>(A Track must include: GEN 200)</td>
<td></td>
</tr>
<tr>
<td>(B Track must include: GEN 195)</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Requirement</td>
<td>9 credits</td>
</tr>
<tr>
<td>(B Track must include: FP 120 and COMM 218)</td>
<td></td>
</tr>
</tbody>
</table>

All undergraduate students are required to complete the minimum general education credits required by their program version.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
Degree Requirements for the AAIT/NS
- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows: Associate of Arts

Academic Progression Requirements for the AAIT/NS
- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the AAIT/NS
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

The following courses in the required course of study may not be waived: GEN 200, GEN 195.

Course Descriptions for the AAIT/NS

CIS 207 ............................................................................. 3 credits
Information Systems Fundamentals
This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

NTC 245 ............................................................................. 3 credits
Foundation of Local Area Networks
This foundational course covers local area network topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

NTC 247 ............................................................................. 3 credits
Wireless Networking Concepts
This course explores concepts of wireless networking systems, including wireless networking and topologies; hardware protocols; hardware selection and implementation; interfaces with local-area network (LAN), metropolitan area network (MAN), and wide-area network (WAN) networks; basic wireless security; and network integration concepts.

NTC 249 ............................................................................. 3 credits
Wide Area Networking Concepts
This course covers Wide Area Networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.

CMGT 245 ............................................................................. 3 credits
IS Security Concepts
This course introduces general concepts of information systems security. Content includes government views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.

POS 221 ............................................................................. 3 credits
Windows Server Configurations
This course is a survey of Windows Server Configurations. Topics emphasize the structure and the various applications supported by Windows Server. The course includes remote, hands-on access to Windows lab exercises.

COMM 215 ............................................................................. 3 credits
Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

COMM 218 ............................................................................. 3 credits
Public Speaking for the IT Professional
This course will provide the IT professional with the basic concepts for oral presentations; and enable students to develop and deliver effective individual and group presentations in classroom and professional settings.
MTH 209 ................................................................. 3 credits

College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.
GEN 200 ................................................................. 3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.
GEN 101 ................................................................. 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.
GEN 300 ................................................................. 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

The Associate of Arts in Information Technology with an emphasis on Network Support offers coursework in the specific theories, competencies, and skills necessary for success as a network administrator. This emphasis is developed with a focus on the Network+ body of knowledge including local area networks, wireless networks, and wide area networks.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aait-ns.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Preferred Sequence and Requirements - A Track and B Track
CIS 207 ................................................................. 3 credits
Information Systems Fundamentals
NTC 245 ~ ............................................................. 3 credits
Foundation of Local Area Networks
NTC 247 ~ ............................................................. 3 credits
Wireless Networking Concepts
NTC 249 ~ ............................................................. 3 credits
Wide Area Networking Concepts
CMGT 245 ~ ........................................................ 3 credits
IS Security Concepts
POS 221 ~ ............................................................. 3 credits
Windows Server Configurations
Students in the AAIT/NS must complete an 18 credit Emphasis.
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the AAIT/NS
All applicants are expected to meet the following admissions requirements:
• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAIT/NS
The General Education requirements for this program are the following:
Communication Arts Requirement 6 credits
(A Track must include: COMM 215, equivalent, or higher and COMM 218)
(B Track must include: COM 170 and COM 172)
Mathematics Requirement 6 credits
Effective enrollment agreements signed prior to 7/1/2013: Must include MTH 209, equivalent, or higher
Effective for all new enrollment agreements signed 7/1/2013 or thereafter: MTH 220, equivalent, or higher
Science & Technology Requirement 6 credits
(B Track must include: SCI 163)
Must include at least three (3) credits in the physical or biological sciences
Humanities Requirement 6 credits
(B Track must include: HUM 114)
Social Science Requirement 6 credits
(B Track must include: PSY 211)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 200)
(B Track must include: GEN 195)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 120 and COMM 218)
All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for the AAIT/NS
- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows: Associate of Arts

Academic Progression Requirements for the AAIT/NS
- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the AAIT/NS
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally approved nationaely accredited transferable coursework. The following courses in the required course of study may not be waived: GEN 200, GEN 195.

Course Descriptions for the AAIT/NS
CIS 207 ................................................................................... 3 credits
Information Systems Fundamentals
This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

NTC 245 ................................................................................... 3 credits
Foundation of Local Area Networks
This foundational course covers local area network topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

NTC 247 ................................................................................... 3 credits
Wireless Networking Concepts
This course explores concepts of wireless networking systems, including wireless networking and topologies; hardware protocols; hardware selection and implementation; interfaces with local-area network (LAN), metropolitan area network (MAN), and wide-area network (WAN) networks; basic wireless security; and network integration concepts.

NTC 249 ................................................................................... 3 credits
Wide Area Networking Concepts
This course covers Wide Area Networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.

CMGT 245 ................................................................................... 3 credits
IS Security Concepts
This course introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.

POS 221 ................................................................................... 3 credits
Windows Server Configurations
This course is a survey of Windows Server Configurations. Topics emphasize the structure and the various applications supported by
Windows Server. The course includes remote, hands-on access to Windows lab exercises.

**COMM 215** ................................................................. 3 credits

**Essentials of College Writing**
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

**COMM 218** ................................................................. 3 credits

**Public Speaking for the IT Professional**
This course will provide the IT professional with the basic concepts for oral presentations; and enable students to develop and deliver effective individual and group presentations in classroom and professional settings.

**MTH 209** ................................................................. 3 credits

**College Mathematics II**
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

**GEN 200** ................................................................. 3 credits

**Foundations for General Education and Professional Success**
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

**GEN 101** ................................................................. 3 credits

**Skills for Lifelong Learning**
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

**GEN 300** ................................................................. 3 credits

**Skills for Professional Development**
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

**Associate of Arts in Information Technology/Desktop Support**

The following Associate of Arts in Information Technology/Desktop Support (AAIT/DS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology with a concentration in Desktop Support offers coursework in the technologies and methods necessary to provide technical support to information technology and computer system users. The students will learn the customer support aspects of personal computer desktop software applications, computer hardware and software according to the A+ body of knowledge including diagnosis and solutions.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at [http://www.phoenix.edu/programs/aaits-ds](http://www.phoenix.edu/programs/aaits-ds).

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Preferred Sequence and Requirements - A Track and B Track**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 207</td>
<td>Information Systems Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CIS 211</td>
<td>Information Systems Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CIS 290</td>
<td>Office Software Support Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CIS 292</td>
<td>Personal Computer Hardware Support</td>
<td>3</td>
</tr>
<tr>
<td>CIS 294</td>
<td>Personal Computer OS Support</td>
<td>3</td>
</tr>
<tr>
<td>CIS 296</td>
<td>Personal Computer Customer Support</td>
<td>3</td>
</tr>
<tr>
<td>CIS 301</td>
<td>Computer Systems Maintenance</td>
<td>3</td>
</tr>
</tbody>
</table>

**Students in the AAIT/DS must complete an 18 credit Concentration.**

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the AAIT/DS**

All applicants are expected to meet the following admissions requirements:

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAIT/DS
The General Education requirements for this program are the following:

• Communication Arts Requirement 6 credits
  (A Track must include: COMM 215, equivalent, or higher and COMM 218)
  (B Track must include: COM 170 and COM 172)

• Mathematics Requirement 6 credits
  Effective enrollment agreements signed prior to 7/1/2013: Must include
  MTH 209, equivalent, or higher
  Effective for all new enrollment agreements signed 7/1/2013 or thereafter:
  MTH 220, equivalent, or higher

• Science & Technology Requirement 6 credits
  (B Track must include: SCI 163)
  Must include at least three (3) credits in the physical or biological sciences

• Humanities Requirement 6 credits
  (B Track must include: HUM 114)

• Social Science Requirement 6 credits
  (B Track must include: PSY 211)

• Additional Liberal Arts Requirement 3 credits
  (A Track must include: GEN 200)
  (B Track must include: GEN 195)

• Interdisciplinary Requirement 9 credits
  (B Track must include: FP 120 and COMM 218)

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for the AAIT/DS
• Completion of a minimum of 60 credits.
• A minimum grade point average (GPA) of 2.0.
• All students must complete the minimum number of credits required by their degree program.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows:
  Associate of Arts

Academic Progression Requirements for the AAIT/DS
• All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
• GEN 195 will be required as the first course in the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
• With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the AAIT/DS
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. The following courses in the required course of study may not be waived: GEN 200, GEN 195.

Course Descriptions for the AAIT/DS

CIS 207 ..................................................................................... 3 credits
Information Systems Fundamentals
This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

CIS 211 ..................................................................................... 3 credits
Office Software Support Fundamentals
This course is an introduction to the support fundamentals of desktop software including word processor, spreadsheet, presentation, database, and personal information management (email, calendar, contact management and web browsing) applications.
CIS 290 ...................................................................................3 credits

**Personal Computer Hardware Support**

This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.

CIS 292 ...................................................................................3 credits

**Personal Computer OS Support**

This course is an introduction to the fundamentals of personal computer operating systems for computer software configuration, file management, performance monitoring, optimization, maintenance, recovery, and security.

CIS 294 ...................................................................................3 credits

**Personal Computer Customer Support**

This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support technician and provide exceptional computer support service. This course includes the fundamentals of This course includes the fundamentals of and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers.

CIS 296 ...................................................................................3 credits

**Computer Systems Maintenance**

This course is an introduction to computer hardware and software maintenance and troubleshooting. This course will focus on typical problem scenarios, diagnostics, procedures and solutions.

COMM 215 ..............................................................................3 credits

**Essentials of College Writing**

This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

COMM 218 ..............................................................................3 credits

**Public Speaking for the IT Professional**

This course will provide the IT professional with the basic concepts for oral presentations; and enable students to develop and deliver effective individual and group presentations in classroom and professional settings.

MTH 209..................................................................................3 credits

**College Mathematics II**

This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

GEN 200 ...................................................................................3 credits

**Foundations for General Education and Professional Success**

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 ...................................................................................3 credits

**Skills for Lifelong Learning**

This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ...................................................................................3 credits

**Skills for Professional Development**

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University Library and learn how to access its resources successfully.

**Associate of Arts in Information Technology/Desktop Support (Maryland-Online)**

The following Associate of Arts in Information Technology/Desktop Support (AAIT/DS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphasis depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology with an emphasis in Desktop Support offers coursework in the technologies and methods necessary to provide technical support to information technology and computer system users. The students will learn the customer support aspects of personal computer desktop software applications, computer hardware and software according to the A+ body of knowledge including diagnosis and solutions. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aiit-ds.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Preferred Sequence and Requirements - A Track and B Track**

CIS 207 ~ ..................................................................................3 credits

**Information Systems Fundamentals**

CIS 211 ~ ..................................................................................3 credits

**Office Software Support Fundamentals**

CIS 290 ~ ..................................................................................3 credits

**Personal Computer Hardware Support**

CIS 292 ~ ..................................................................................3 credits

**Personal Computer OS Support**

CIS 294 ~ ..................................................................................3 credits

University of Phoenix, 2013-2014
Personal Computer Customer Support
CIS 296 ..................................................................................... 3 credits

Computer Systems Maintenance

Students in the AAIT/DS must complete an 18 credit Emphasis.
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the AAIT/DS
All applicants are expected to meet the following admissions requirements:
• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAIT/DS
The General Education requirements for this program are the following:
Communication Arts Requirement 6 credits
(A Track must include: COMM 215, equivalent, or higher and COMM 216)
(B Track must include: COM 170 and COM 172)

Mathematics Requirement 6 credits
Effective enrollment agreements signed prior to 7/1/2013: Must include MTH 209, equivalent, or higher
Effective for all new enrollment agreements signed 7/1/2013 or thereafter: MTH 220, equivalent, or higher

Science & Technology Requirement 6 credits
(B Track must include: SCI 163)
Must include at least three (3) credits in the physical or biological sciences

Humanities Requirement 6 credits
(B Track must include: HUM 114)

Social Science Requirement 6 credits
(B Track must include: PSY 211)

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 200)
(B Track must include: GEN 195)

Interdisciplinary Requirement 9 credits
(B Track must include: FP 120 and COMM 218)
All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for the AAIT/DS
• Completion of a minimum of 60 credits.
• A minimum grade point average (GPA) of 2.0.
• All students must complete the minimum number of credits required by their degree program.
• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows: Associate of Arts

Academic Progression Requirements for the AAIT/DS
• All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
• GEN 195 will be required as the first course in the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
• With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the AAIT/DS
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. The following courses in the required course of study may not be waived: GEN 200, GEN 195.

Course Descriptions for the AAIT/DS
CIS 207 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 devel-
Office Software Support Fundamentals
This course is an introduction to the support fundamentals of desktop software including word processor, spreadsheet, presentation, database, and personal information management (email, calendar, contact management and web browsing) applications.
CIS 211 ......................................................................................3 credits

Personal Computer OS Support
This course is an introduction to the fundamentals of personal computer operating systems for computer software configuration, file management, performance monitoring, optimization, maintenance, recovery, and security.
CIS 290 .....................................................................................3 credits

Personal Computer Hardware Support
This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.
CIS 292 .....................................................................................3 credits

Personal Computer Customer Support
This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support technician and provide exceptional computer support service. This course includes the fundamentals of This course includes the fundamentals of and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers.
CIS 294 .....................................................................................3 credits

Computer Systems Maintenance
This course is an introduction to computer hardware and software maintenance and troubleshooting. This course will focus on typical problem scenarios, diagnostics, procedures and solutions.
COMM 215 ................................................................................3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.
COMM 218 ................................................................................3 credits

Public Speaking for the IT Professional
This course will provide the IT professional with the basic concepts for oral presentations; and enable students to develop and deliver effective individual and group presentations in classroom and professional settings.
MTH 209 ..................................................................................3 credits

College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.
GEN 200 ..................................................................................3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.
GEN 101 ..................................................................................3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.
GEN 300 ..................................................................................3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

Associate of Arts in Information Technology/Web Administration
The following Associate of Arts Concentration in Information Technology/Web Administration (AAIT/WA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology with a concentration in Web Administration focuses on the tasks involved in various web technology job roles, and the skills and technologies to perform those tasks. The concentration includes information system fundamentals, image editing and formatting, information systems security, web site development, internet business concepts and network technology. This concentration addresses the objectives specified in the CIW Web Foundations, CompTIA Strata Fundamentals, and CompTIA Security + certificates.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ait-wa

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Preferred Sequence and Requirements - A Track and B Track
Additional Admission Requirements for the AAIT/WA

All applicants are expected to meet the following admissions requirements:

- Applicants must be at least 16 years of age at the time of application.
- All students must complete the minimum number of credits required by their degree program.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows:
  - Associate of Arts

General Education Requirements for the AAIT/WA

The General Education requirements for this program are the following:

- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows:
  - Associate of Arts

Additional Liberal Arts Requirement 3 credits

(A Track must include: COMM 215, equivalent, or higher and COMM 218)
(B Track must include: COM 170 and COM 172)

Mathematics Requirement 6 credits

(Must include MTH 209, equivalent, or higher)

Science & Technology Requirement 6 credits

(B Track must include: SCI 163)

Humanities Requirement 6 credits

(B Track must include: HUM 114)

Social Science Requirement 6 credits

(B Track must include: PSY 211)

Additional Liberal Arts Requirement 3 credits

(A Track must include: GEN 200)

(B Track must include: GEN 195)

Interdisciplinary Requirement 9 credits

(B Track must include: FP 120 and COMM 218)

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the AAIT/WA

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First-Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAIT/WA

Students in this program may waive a maximum of 6 credits from...
their required course of study on the basis of regionally or
approved nationally accredited transferable coursework.
The following courses in the Required Course of Study may not be
waived: GEN 195, GEN 200

Course Descriptions for the AAIT/WA

CIS 207 ............................................................................3 credits
Information Systems Fundamentals
This course introduces the fundamentals of computer systems and
the role of information processing in today's business environment.
An overview is presented of information systems, systems develop-
ment, operating systems and programming, database manage-
ment, networking and telecommunications, and the Internet.
VCT 236 ............................................................................3 credits

Introduction to Image Editing and Formatting
This course is an introduction to image editing and its role in the
disciplines of web design, electronic publishing and multimedia
development. An overview is presented on image editing software
applications, file formats, composition, color, text design, retouch-
ing, and manipulation of graphic and photographic images.
CMGT 245 ........................................................................3 credits

IS Security Concepts
This course introduces general concepts of information systems
security. Content includes governmental views, positions and pro-
cesses of national security. Coursework explores other concepts,
including contingency and business resumption planning, backup
schemes and implementation strategies, as well as various types of
invasive actions and prevention measures.
CIT 277 ............................................................................3 credits

Website Development Foundations
This course introduces essential Website development skills. Stu-
dents will write code manually, as well as use graphical user inter-
face (GUI) authoring tools. Topics include XHTML code validation,
web forms, tables and frames, internet marketing and search
engine optimization, and content formatting with style sheets. This
course addresses the objectives specified in the CIW Site Develop-
ment Associate Certificate.
CIT 278 ............................................................................3 credits

Internet Business Concepts
This course introduces the Information Technology (IT) founda-
tional skills and technologies used in business and the tasks
involved in various IT job roles. Topics include Internet connection
methods and protocols, the Domain Name System (DNS), cloud
computing, social networking, and business skills. This course
addresses the objectives specified in the CIW Internet Business
Associate Certificate.
CIT 279 ............................................................................3 credits

Network Technology Foundations
This course introduces the basics of network administration. Topics
include the fundamentals of network architecture, the secure trans-
mission of data, the OSI reference model, implementing a Content
Management System (CMS), and mobile computing devices. This
course addresses the objectives specified in the CIW Network Tech-
ology Associate Certificate.
COMM 215 ........................................................................3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-
level coursework. Students will learn to distinguish between inter-
pretive and analytical writing while using the writing process and
specific rhetorical strategies to develop position and persuasion
essays and a case study analysis, and learning teams will prepare
an applied research paper. The course offers exercises for review of
the elements of grammar, mechanics, style, citation, and proper
documentation.
MTH 209 ............................................................................3 credits
College Mathematics II
This course continues the demonstration and examination of vari-
ous basic algebra concepts that was begun in MTH 208: College
Mathematics I. It assists in building skills for performing more
complex mathematical operations and problem solving than in ear-
lier courses. These concepts and skills should serve as a foundation
for subsequent quantitative business coursework. Applications to
real-world problems are emphasized throughout the course. Spe-
cific applications to disciplines such as statistics, accounting,
finance, and economics are demonstrated and discussed. A variety
of other applications, such as geometry, personal finance, science,
and engineering, are also demonstrated and discussed.
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 pro-
cesses, and personal management. Adult learners will develop
strategies for achieving University of Phoenix Learning Goals in
school, work, and personal settings. They will also be introduced to
the University Library and learn how to access resources success-
fully.
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. Stu-
dents 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 Uni-
versity library and learn how to access its resources successfully.

Associate of Arts in Information Technology/Web
Administration (Maryland-Online)

The following Associate of Arts Emphasis in Information Technology/Web
Administration (AAIT/WA) program may be offered at these University
of Phoenix campus locations: Online, depending on state of residence. The
availability of programs and emphases depend on student demand and
other factors. Not all programs may be available to all residents of all
states. Students may want to consider completing certain courses in the
Online classroom at Online rates if the program is available via the
Online modality in their state. Please contact your enrollment advisor for
more information.
The Associate of Arts in Information Technology with an emphasis in Web Administration focuses on the tasks involved in various web technology job roles, and the skills and technologies to perform those tasks. The emphasis includes information system fundamentals, image editing and formatting, information systems security, web site development, internet business concepts and network technology. This emphasis addresses the objectives specified in the CIW Web Foundations, CompTIA Strata Fundamentals, and CompTIA Security+ certificates.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aait-wa.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Preferred Sequence and Requirements - A Track and B Track**

CIS 207 ~ ................................................................. 3 credits
Information Systems Fundamentals

VCT 236 ~ ................................................................. 3 credits
Introduction to Image Editing and Formatting

CMGT 245 ~ .............................................................. 3 credits
IS Security Concepts

CIT 277 ~ ................................................................. 3 credits
Website Development Foundations

CIT 278 ~ ................................................................. 3 credits
Internet Business Concepts

CIT 279 ~ ................................................................. 3 credits
Network Technology Foundations

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the AAIT/WA**

All applicants are expected to meet the following admissions requirements:

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

**Degree Requirements for the AAIT/WA**

- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows: Associate of Arts

**General Education Requirements for the AAIT/WA**

The General Education requirements for this program are the following:

- Communication Arts Requirement 6 credits
  *(A Track must include: COMM 215, equivalent, or higher and COMM 218)*
  *(B Track must include: COM 170 and COM 172)*

- Mathematics Requirement 6 credits
  *(Must include MTH 209, equivalent, or higher)*

- Science & Technology Requirement 6 credits
  *(B Track must include: SCI 163)*

- Humanities Requirement 6 credits
  *(B Track must include: HUM 114)*

- Social Science Requirement 6 credits
  *(B Track must include: PSY 211)*

- Additional Liberal Arts Requirement 3 credits
  *(A Track must include: GEN 200)*
  *(B Track must include: GEN 195)*

- Interdisciplinary Requirement 9 credits
  *(B Track must include: FP 120 and COMM 218)*

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Academic Progression Requirements for the AAIT/WA**

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited course work (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. If it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAIT/WA

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. The following courses in the Required Course of Study may not be waived: GEN 195, GEN 200

Course Descriptions for the AAIT/WA

CIS 207 ....................................................................................3 credits

Information Systems Fundamentals
This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking, and telecommunications, and the Internet.

VCT 236 ....................................................................................3 credits

Introduction to Image Editing and Formatting
This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on image editing software applications, file formats, composition, color, text design, retouching, and manipulation of graphic and photographic images.

CMGT 245 .................................................................3 credits

IS Security Concepts
This course introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.

CIT 277 ...........................................................................3 credits

Website Development Foundations
This course introduces essential Website development skills. Students will write code manually, as well as use graphical user interface (GUI) authoring tools. Topics include XHTML code validation, web forms, tables and frames, internet marketing and search engine optimization, and content formatting with style sheets. This course addresses the objectives specified in the CIW Site Development Associate Certificate.

CIT 278 ....................................................................................3 credits

Internet Business Concepts
This course introduces the Information Technology (IT) foundational skills and technologies used in business and the tasks involved in various IT job roles. Topics include Internet connection methods and protocols, the Domain Name System (DNS), cloud computing, social networking, and business skills. This course addresses the objectives specified in the CIW Internet Business Associate Certificate.

CIT 279 ....................................................................................3 credits

Network Technology Foundations
This course introduces the basics of network administration. Topics include the fundamentals of network architecture, the secure transmission of data, the OSI reference model, implementing a Content Management System (CMS), and mobile computing devices. This course addresses the objectives specified in the CIW Network Technology Associate Certificate.

COMM 215 .................................................................3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

MTH 209 ....................................................................................3 credits

College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

GEN 200 ....................................................................................3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 ....................................................................................3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ....................................................................................3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University Library and learn how to access its resources successfully.

The following Associate of Arts in Information Technology/Cisco Networking (AAIT/CCNA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and
other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology with an emphasis in Cisco Networking offers coursework designed to help students acquire the knowledge to install, configure and operate Local Area Network (LAN), Wide Area Network (WAN) as well as routing and switching implementations and management. This degree program covers the body of knowledge for the Cisco® Certified Network Associate (CCNA®) exam in preparing the student to install and configure Cisco® switches and routers in multiprotocol internetworks using LAN and WAN interfaces.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ait-ccna

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Preferred Sequence and Requirements - A Track and B Track**

A Track must include:

- CIS 207 ~ ................................................................. 3 credits
- Information Systems Fundamentals
- CMGT 245~ ............................................................. 3 credits
- IS Security Concepts
- CIT 245 ~ ................................................................. 3 credits
- Local Area Networking Fundamentals
- CIT 249 ~ ................................................................. 3 credits
- Wide Area Network Environment
- CIT 274 ~ ................................................................. 3 credits
- Routing and Switching Implementations
- CIT 276 ~ ................................................................. 3 credits
- Routing and Switching Management

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the AAIT/CCNA**

All applicants are expected to meet the following admissions requirements:

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

**Degree Requirements for the AAIT/CCNA**

- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows:
  - Associate of Arts

**General Education Requirements for the AAIT/CCNA**

The General Education requirements for this program are the following:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts Requirement</td>
<td>6</td>
</tr>
<tr>
<td>(A Track must include: COMM 215, equivalent, or higher and COMM 218)</td>
<td></td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>6</td>
</tr>
<tr>
<td>(Must include MTH 209, equivalent, or higher)</td>
<td></td>
</tr>
<tr>
<td>Science &amp; Technology Requirement</td>
<td>6</td>
</tr>
<tr>
<td>(B Track must include: SCI 163)</td>
<td></td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>6</td>
</tr>
<tr>
<td>(B Track must include: HUM 114)</td>
<td></td>
</tr>
<tr>
<td>Social Science Requirement</td>
<td>6</td>
</tr>
<tr>
<td>(B Track must include: PSY 211)</td>
<td></td>
</tr>
<tr>
<td>Additional Liberal Arts Requirement</td>
<td>3</td>
</tr>
<tr>
<td>(A Track must include: GEN 200)</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Requirement</td>
<td>9</td>
</tr>
<tr>
<td>(B Track must include: FP 120 and COMM 218)</td>
<td></td>
</tr>
</tbody>
</table>

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Academic Progression Requirements for the AAIT/CCNA**

- All students entering undergraduate degree programs who list fewer than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the A Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)

• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.

• Students may not complete any of the First-Year Sequence courses via Directed Study.

• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the AAIT/CCNA

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. The following courses in the required course of study may not be waived: GEN 200, GEN 195.

Course Descriptions for the AAIT/CCNA

CIS 207 .....................................................................................3 credits

Information Systems Fundamentals

This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

CMGT 245 .....................................................................................3 credits

IS Security Concepts

This course introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.

CIT 245 .....................................................................................3 credits

Local Area Networking Fundamentals

This course addresses the fundamentals of local area networking (LAN). Students will learn about Ethernet LANs, wireless LANs (WLAN), and LAN connections. This will include securing the network, transmission control protocol / internet protocol (TCP/IP), troubleshooting switches, WLAN security, and constructing a network address scheme.

CIT 249 .....................................................................................3 credits

Wide Area Network Environment

This course provides students with the knowledge and skills necessary to implement and support a small to medium size network using wide area networking technologies. This course covers wide area networks (WAN) connections, network environment management, small network implementation, and medium sized switched network construction. It includes enabling the internet connection, router startup and configuration, and securing the expanded network.

CIT 274 .....................................................................................3 credits

Routing and Switching Implementations

This course provides students with the knowledge and skills necessary to design, build, and maintain routing and switching technologies. Instruction covers constructing medium-sized routed networks, implementing Single-Area Open Shortest Path First (OSPF) routing protocol, Enhanced Interior Gateway Routing Protocol (EIGRP), and applying Access Control Lists (ACLs). It includes a review of routing operations and implementing Variable Length Subnet Masking (VLSM).

CIT 276 .....................................................................................3 credits

Routing and Switching Management

This course provides the knowledge and skills necessary for routing and switching management. The course covers address space management and local area network (LAN) extension into a wide area network (WAN). This includes network address translation (NAT) and port address translation (PAT), virtual private network (VPN) solutions and frame relay connectivity.

COMM 215 .....................................................................................3 credits

Essentials of College Writing

This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

COMM 218 .....................................................................................3 credits

Public Speaking for the IT Professional

This course will provide the IT professional with the basic concepts for oral presentations; and enable students to develop and deliver effective individual and group presentations in classroom and professional settings.

COM 170 .....................................................................................3 credits

Elements of University Composition and Communication I

This course addresses the key elements necessary for effective academic writing in college. The course begins with focus on pre-writing strategies and builds to drafting and revising essays. In addition, the course includes skill development at the sentence and paragraph level.

COM 172 .....................................................................................3 credits

Elements of University Composition and Communication II

This course builds upon the foundations established in Com155. It addresses the various rhetorical modes necessary for effective college essays: narration, illustration, description, process analysis, classification, definition, comparison and contrast, cause and effect, and argumentation. In addition, requirements for research essays, including the use of outside sources and appropriate formatting, are considered.

MTH 209 .....................................................................................3 credits

College Mathematics II

This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Spe-
specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

SCI 163 .......................................................................................................................... 3 credits

Elements of Health and Wellness
This course reinforces the concept that learning effectively and living well involves both the mind and body. It presents the fundamentals of wellness and preventive health including strategic planning to attain and maintain personal optimal health. In addition, physical and mental diseases are discussed along with the dangers of environmental pollution, stress, addiction, and other negative factors that can affect personal health.

HUM 114 .......................................................................................................................... 3 credits

Critical Thinking and Creative Problem Solving
This course focuses on developing the critical and creative thinking skills necessary to analyze and solve problems, make decisions, implement strategies, and formulate well supported points of view on key academic, social, and professional issues. The principles of creative thinking are essential to critical thinking skills. Students will learn how to evaluate their ideas and how to communicate their points of view persuasively.

PSY 211 .......................................................................................................................... 3 credits

Essentials of Psychology
This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

GEN 200 .......................................................................................................................... 3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 195 .......................................................................................................................... 3 credits

Foundations of University Studies
The essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at the University of Phoenix are introduced in this course. The course develops and applies practical knowledge and skills immediately relevant to first-year university students. Course topics include goal setting and working with personal motivation, understanding and using University resources, developing efficient study habits, making the most of personal learning styles, and how best to manage time and reduce personal stress levels.

FP 120 .......................................................................................................................... 3 credits

Essentials of Personal Finance
This course provides an overview of the elements necessary for effective personal financial planning and the opportunity to apply the techniques and strategies essential to this understanding. Primary areas of study include creating and managing a personal budget, understanding and paying taxes, working with financial institutions, wise use of credit cards and consumer loans, financing automobiles and homes, and the use of insurance for protecting one’s family and property.

GEN 101 .......................................................................................................................... 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 .......................................................................................................................... 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

Associate of Arts in Information Technology/Cisco Networking

The following Associate of Arts in Information Technology/Cisco Networking (AAIT/CCNA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology with a concentration in Cisco Networking offers coursework designed to help students acquire the knowledge to install, configure and operate Local Area Network (LAN), Wide Area Network (WAN) as well as routing and switching implementations and management. This degree program covers the body of knowledge for the Cisco® Certified Network Associate (CCNA®) exam in preparing the student to install and configure Cisco® switches and routers in multiprotocol internetworks using LAN and WAN interfaces.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Preferred Sequence and Requirements - A Track and B Track

CIS 207 ~ .......................................................................................................................... 3 credits

Information Systems Fundamentals
CMGT 245~ .................................................................................................................. 3 credits

IS Security Concepts
CIT 245 ~ .................................................................................................................. 3 credits

Local Area Networking Fundamentals
CIT 249 ~ .................................................................................................................. 3 credits

Wide Area Network Environment
CIT 274 ~ .................................................................................................................. 3 credits

Routing and Switching Implementations
CIT 276 ~ Routing and Switching Management
3 credits

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the AAIT/CCNA
All applicants are expected to meet the following admissions requirements:

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Degree Requirements for the AAIT/CCNA

- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows: Associate of Arts

General Education Requirements for the AAIT/CCNA

The General Education requirements for this program are the following:

- Communication Arts Requirement 6 credits
  - (A Track must include: COMM 215, equivalent, or higher and COMM 218)
  - (B Track must include: COM 170 and COM 172)

- Mathematics Requirement 6 credits
  - Effective enrollment agreements signed prior to 7/1/2013: Must include MTH 209, equivalent, or higher
  - Effective for all new enrollment agreements signed 7/1/2013 or thereafter: MTH 220, equivalent, or higher

- Science & Technology Requirement 6 credits
  - (B Track must include: SCI 163)
  - Must include at least three (3) credits in the physical or biological sciences

- Humanities Requirement 6 credits
  - (B Track must include: HUM 114)

- Social Science Requirement 6 credits
  - (B Track must include: PSY 211)

- Additional Liberal Arts Requirement 3 credits
  - (A Track must include: GEN 200)
  - (B Track must include: GEN 195)

- Interdisciplinary Requirement 9 credits
  - (B Track must include: FP 120 and COMM 218)

- All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the AAIT/CCNA

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix course work,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the AAIT/CCNA

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or
approved nationally accredited transferable coursework. The following courses in the required course of study may not be waived: GEN 200, GEN 195.

Course Descriptions for the AAIT/CCNA

CIS 207 ........................................................................................................... 3 credits

Information Systems Fundamentals
This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet. CMGT 245 ........................................................................................................... 3 credits

IS Security Concepts
This course introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.

CIT 249 ........................................................................................................... 3 credits

Local Area Networking Fundamentals
This course addresses the fundamentals of local area networking (LAN). Students will learn about Ethernet LANs, wireless LANs (WLAN), and LAN connections. This will include securing the network, transmission control protocol / internet protocol (TCP/IP), troubleshooting switches, WLAN security, and constructing a network address scheme.

CIT 249 ........................................................................................................... 3 credits

Wide Area Network Environment
This course provides students with the knowledge and skills necessary to implement and support a small to medium size network using wide area networking technologies. This course covers wide area networks (WAN) connections, network environment management, small network implementation, and medium sized switched network construction. It includes enabling the internet connection, router startup and configuration, and securing the expanded network.

CIT 274 ........................................................................................................... 3 credits

Routing and Switching Implementations
This course provides students with the knowledge and skills necessary to design, build, and maintain routing and switching technologies. Instruction covers constructing medium-sized routed networks, implementing Single-Area Open Shortest Path First (OSPF) routing protocol, Enhanced Interior Gateway Routing Protocol (EIGRP), and applying Access Control Lists (ACLs). It includes a review of routing operations and implementing Variable Length Subnet Masking (VLSM).

CIT 276 ........................................................................................................... 3 credits

Routing and Switching Management
This course provides the knowledge and skills necessary for routing and switching management. The course covers address space management and local area network (LAN) extension into a wide area network (WAN). This includes network address translation (NAT) and port address translation (PAT), virtual private network (VPN) solutions and frame relay connectivity.

COMM 215 ................................................................................................... 3 credits

Essentials of College Writing
This course is designed to improve students' writing skills. It includes various elements such as exposition, argumentation, and other rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

COM 213 ...................................................................................................... 3 credits

Public Speaking for the IT Professional
This course will provide the IT professional with the basic concepts for oral presentations; and enable students to develop and deliver effective individual and group presentations in classroom and professional settings.

COM 170 ...................................................................................................... 3 credits

Elements of University Composition and Communication I
This course addresses the key elements necessary for effective academic writing in college. The course begins with focus on pre-writing strategies and builds to drafting and revising essays. In addition, the course includes skill development at the sentence and paragraph level.

COM 172 ...................................................................................................... 3 credits

Elements of University Composition and Communication II
This course builds upon the foundations established in Com155. It addresses the various rhetorical modes necessary for effective college essays: narration, illustration, description, process analysis, classification, definition, comparison and contrast, cause and effect, and argumentation. In addition, requirements for research essays, including the use of outside sources and proper formatting, are considered.

MTH 209 ...................................................................................................... 3 credits

College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

SCI 163 .......................................................................................................... 3 credits

Elements of Health and Wellness
This course reinforces the concept that learning effectively and living well involves both the mind and body. It presents the fundamentals of wellness and preventive health including strategic planning to attain and maintain personal optimal health. In addition, physical and mental diseases are discussed along with the dangers of environmental pollution, stress, addiction, and other negative factors that can affect personal health.

HUM 114 ................................................................................................... 3 credits

Critical Thinking and Creative Problem Solving
This course focuses on developing the critical and creative thinking skills necessary to analyze and solve problems, make decisions, implement strategies, and formulate well-supported points of view on key academic, social, and professional issues. The principles of creative thinking are essential to critical thinking skills. Students will learn how to evaluate their ideas and how to communicate...
their points of view persuasively.

PSY 211 ................................................................. 3 credits

**Essentials of Psychology**

This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

GEN 200 ............................................................... 3 credits

**Foundations for General Education and Professional Success**

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 195 ............................................................... 3 credits

**Foundations of University Studies**

The essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at the University of Phoenix are introduced in this course. The course develops and applies practical knowledge and skills immediately relevant to first-year university students. Course topics include goal setting and working with personal motivation, understanding and using University resources, developing efficient study habits, making the most of personal learning styles, and how best to manage time and reduce personal stress levels.

FP 120 ................................................................. 3 credits

**Essentials of Personal Finance**

This course provides an overview of the elements necessary for effective personal financial planning and the opportunity to apply the techniques and strategies essential to this understanding. Primary areas of study include creating and managing a personal budget, understanding and paying taxes, working with financial institutions, wise use of credit cards and consumer loans, financing automobiles and homes, and the use of insurance for protecting one’s family and property.

GEN 101 ............................................................... 3 credits

**Skills for Lifelong Learning**

This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access its 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,
The College of Health Sciences and Nursing provides a blend of the business and management focus of health care with the clinical/delivery focus of nursing. Each academic program area will provide students with the insight and perspectives needed to support their specific career focus.

Health administration programs provide students with an opportunity to see the expansive scope and diversity of the health care industry. The associate and baccalaureate programs are designed to provide students with the foundational knowledge of management, finance, marketing, communication, health information systems and compliance and legal concepts. At the graduate level students will expand their focus to leadership, policy, quality and performance measures, economics and strategic management.

Students will also have the opportunity to expand their interests in career areas such as health information systems, electronic health records, long term care, emergency management, gerontology, or sustainability.

The nursing programs are designed to support the career advancement and educational needs of licensed practical, vocational and registered nurses, who are looking to expand their professional horizons. The nursing degree programs have a blend of theory and practice, which fosters a learning environment that allows a nurse to build a knowledge base and effectively apply what they have learned. Students develop critical thinking and problem solving skills that are essential for clinical or leadership roles needed in today’s challenging health care environment. The graduate nursing programs focus on the specialty areas of nursing administration, nursing education and family nurse practitioner.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs are accredited by The Commission on Collegiate Nursing Education, One DuPont Circle, NW, Suite 530, Washington, DC 20036 - 1120, (202) 887 6791. http://www.aacn.nche.edu/accreditation/

International Nursing Honor Society

The vision of Sigma Theta Tau is to create a global community of nurses who lead in using scholarship, knowledge, and technology to improve the health of the world’s people. The society provides support for the professional development of members who strive to improve nursing care worldwide.

Omicron Delta is the Sigma Theta Tau chapter of the University of Phoenix, College of Nursing members. Membership to Sigma Theta Tau is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders who demonstrate exceptional achievement in nursing.

The undergraduate student must have at least a 3.0 grade point average on a 4.0 scale, be in the upper 35 percent of his/her graduating class, have completed at least one-half of the nursing curriculum to qualify for membership and meet the expectation of academic integrity. The graduate student must have at least a 3.5 grade point average on a 4.0 scale and have completed at least one-half of the nursing curriculum to qualify for membership.

More than 300,000 nurse scholars have been inducted into Sigma Theta Tau. With 130,000 active members, it is the second-largest and one of the most prestigious nursing organizations in the world. The society’s members are active in more than 90 countries and territories, and the 463 chapter honor societies are located on more than 523 college and university campuses in United States, Australia, Brazil, Canada, Hong Kong, the Netherlands, Pakistan, South Korea, and Taiwan.

Omicron Delta has close to 5,000 active members worldwide. The chapter was originally chartered in 1996 and has grown to be one of the largest chapters in the international organization. To learn more about Omicron Delta visit the Web site http://www.omicrondelta.net.

Academic Progression Requirements for all Current Nursing Programs (excluding BSNJ)

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 10 panel, plus alcohol drug test.

- For purposes of this policy, the following definitions apply:
  - Drug testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens from the human body for the purpose of detecting the use of drugs or alcohol.
  - Reasonable suspicion means evidence which forms a reasonable basis for concluding that it is more likely than not that a person is impaired by alcohol or drugs or has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents, without reasonable justification. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.

  - Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to, stimulants; depressants; narcotic or hallucinogenic drugs; cannabis substances, such as marijuana and hashish; cocaine; heroin; methamphetamine; phencyclidine (PCP); and so-called designer drugs and look-alike drugs.
• Impaired means that a person’s mental or physical capabilities are reduced below his or her normal levels without reasonable justification. An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon alcohol or illegal drugs.

• Substance abuse means:
  • the consumption, possession, or distribution of alcohol or illegal drugs by any nursing student while on University or affiliated clinical site premises or while participating in any University (or affiliated clinical site) sponsored or related activity, including any nursing-related course or clinical training activity.
  • a nursing student’s use of alcohol or any drug in such a way that the student’s performance in any nursing course, including activities at any clinical site, is impaired.

• Prior to being assigned to a clinical placement and as a prerequisite for placement at any agency or health care facility the nursing student shall sign an agreement:
  • to abide by the drug policies and drug testing policies of the University and each agency or health care facility in which a student is assigned as applicable,
  • to submit to any “for cause” drug testing required by the University and testing required by each agency or health care facility the nursing student obtains clinical hours, and
  • to release a copy of any and all drug test results to the University of Phoenix, Dean/Associate Dean of Nursing, other appropriate University officials, and to any State Board(s) of Nursing in which the student holds a nursing license or certificate, where required by the relevant State Board(s) of Nursing.

Failure to sign such agreement is grounds for refusal for student admission and progression in the program.

• The College of Nursing requires students to obtain a 10 panel, plus alcohol drug test prior to being assigned to a clinical placement and as a prerequisite for placement at any agency or health care facility the nursing student obtains clinical hours, and
  • to submit to any “for cause” drug testing required by the University and testing required by each agency or health care facility the nursing student obtains clinical hours, and
  • to release a copy of any and all drug test results to the University of Phoenix, Dean/Associate Dean of Nursing, other appropriate University officials, and to any State Board(s) of Nursing in which the student holds a nursing license or certificate, where required by the relevant State Board(s) of Nursing.

Failure to sign such agreement is grounds for refusal for student admission and progression in the program.

• A full review by the Office of Dispute Management and Apollo Ethics and Compliance shall be conducted. Students who test positive for alcohol or illegal drugs will not be permitted to return to any clinical setting pending conclusion of the review. The findings may result in student dismissal from the nursing program and expulsion from the University.

• The results of the positive test for alcohol or illegal drugs shall be reported to the applicable State Board(s) of Nursing, if required by the applicable State Board(s), by the Campus College Chair, Director of Nursing, or NP Program Manager.

• If the results of the 10 panel, plus alcohol drug test(s) are positive for a prescribed drug(s) but not those that would be defined as illegal in the definitions above:
  • the drug level is within prescribed limits.
  • the level does not indicate abuse.
  • the student’s use of the drug as prescribed will not interfere with safe practice in the clinical area.

This statement must be provided to the Campus College Chair, Director of Nursing, or NP Program Manager. If the statement is approved, then the test result will be deemed acceptable and not failed for these purposes.

• The failure of a student to provide the above statement or a health care provider’s inability to provide a statement meeting the requirements above shall be treated as a positive test for an illegal drug.

• Students who refuse to submit to a “for-cause” drug test will not be allowed to return to any clinical setting pending conclusion of a full review by the Office of Dispute Management and Apollo Ethics and Compliance. The findings may result in dismissal from the nursing program and expulsion from the University. The results of a positive test for illegal drugs as defined herein or a refusal to undergo a required drug test will be reported to the applicable State Board of Nursing where required by the applicable State Board(s) of Nursing’s statute(s) or regulation(s).

• Students must also adhere to any other additional policies prescribed by the clinical agency. It is the sole responsibility of the student to read and acknowledge the requirements of the clinical health care facility in addition to University policy.

• All costs associated with the drug test, including any transportation costs to or from the drug testing facility, will be the responsibility of the student.

• University of Phoenix, College(s) of Nursing, campus officials may be required to report all failed drug tests to each State Board of Nursing in which the student holds a nursing license or certificate. Campus officials shall report test results to all applicable State Boards of Nursing as described in the applicable Board’s statutes and/or regulations.

**Associate of Arts/Concentration in Health Care Administration**

The following Associate of Arts/Concentration in Health Care Administration (AAHCA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all
The Associate of Arts Degree in Health Care Administration concentration focuses on health care organizations, roles of health care workers, public policy, information technology, financial management, and regulatory and ethical issues of health care. Students will discuss current strengths, weaknesses, and challenges of the U.S. health care system. Students will also critically examine the current state of health and disease, health care's laws and ethics, the psychology of health, and financial operations of the health care system.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahca.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Note: This is not a nursing program nor will the courses included in this program fully prepare a student to enter a nursing program.

Concentration in Health Care Administration - Track A and B

HCA 210 ~ Introduction to Health Care: Riding the Fourth Wave
HCA 220 ~ The Language of Health Care
HCA 230 ~ Communication Skills for Health Care Professionals
HCA 240 ~ Health & Diseases: Understanding Pathos of Pathology
HCA 250 ~ The Psychology of Health
HCA 270 ~ Financial Matters for Health Care Professionals

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAHCA

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAHCA

Communication Arts Requirement 6 credits

(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAHCA

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AAHCA

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAHCA

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAHCA

HCA 210 ...................................................................................3 credits

Introduction to Health Care: Riding the Fourth Wave

This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.

HCA 220 ..................................................................................3 credits

The Language of Health Care

This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

HCA 230 ...................................................................................3 credits

Communication Skills for Health Care Professionals

This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.

HCA 240 ...................................................................................3 credits

Health & Diseases: Understanding Pathos of Pathology

This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCA 250 ...................................................................................3 credits

The Psychology of Health

In this course, the student is introduced to the psychological factors that relate to maintaining a healthy workplace. The course also exposes the student to management elements of cultural diversity, collaboration, and healthy behaviors.

HCA 270 ...................................................................................3 credits

Financial Matters for Health Care Professionals

This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care operations. This course introduces the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the responsibilities of health care financial management.

COM 150 ...................................................................................3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay.

Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

ETH 125 ...................................................................................3 credits

Research Writing

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

HCA 270 ...................................................................................3 credits

Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ...................................................................................3 credits

Critical Thinking

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ...................................................................................3 credits

Skills for Learning in an Information Age

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance

HCA 250...................................................................................3 credits
learning, online library use, academic honesty, and the development of effective study skills.

**Associate of Arts/Emphasis in Health Care Administration (Maryland-Online)**

The following Associate of Arts/Emphasis in Health Care Administration (AAHCA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree with an emphasis in Health Care Administration focuses on health care organizations, roles of health care workers, public policy, information technology, financial management, and regulatory and ethical issues of health care. Students will discuss current strengths, weaknesses, and challenges of the U.S. health care system. Students will also critically examine the current state of health and disease, health care's laws and ethics, the psychology of health, and financial operations of the health care system.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahca.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Note:** This is not a nursing program nor will the courses included in this program fully prepare a student to enter a nursing program.

**Emphasis in Health Care Administration - Track A and B**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>HCA 210</td>
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</tr>
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<td>HCA 270</td>
<td>Financial Matters for Health Care Professionals</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Additional Admission Requirements for AAHCA**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

**General Education Requirements for the AAHCA**

Communication Arts Requirement 6 credits

(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 6 credits

(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)

Social Science Requirement 6 credits

(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 6 credits

(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits

(A Track must include: GEN 105)
(B Track must include: US 101)

Interdisciplinary Requirement 9 credits

(A Track must include: 3 credits in the social sciences)
(B Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

**Degree Requirements for AAHCA**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D” or higher.
- A minimum grade point average (GPA) of 2.0.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**Academic Progression Requirements for the AAHCA**

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, National Testing Programs, and
  - ACE evaluated Military credits.
The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis of the student who do not enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as part of the first block; however, the student may choose an alternate course.

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.

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The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

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All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**Associate of Arts/Concentration in Health Care Administration/Medical Records**

The following Associate of Arts/Concentration in Health Care Administration/Medical Records (AAHCA/MR) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Health Care Administration with a concentration in Medical Records lays a foundation for further study in health care at the undergraduate level. Topics focus on medical terminology related to disease diagnosis and treatment, patient information management, and medical claims processing. Software instruction synthesizes a variety of records processes common in medical facilities.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahca-mr.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Note:** Associate of Arts/Health Care Administration-Medical Records provides foundation skills in medical record keeping. However, it does not lead to certification in medical coding practice or any other related practice.

**Concentration in Health Care Administration/Medical Records - Track A and B**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>HCA 220 ~</td>
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<tr>
<td>The Language of Health Care</td>
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<td>HCA 240 ~</td>
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<tr>
<td>Health &amp; Diseases: Understanding Pathos of Pathology</td>
<td></td>
</tr>
<tr>
<td>HCR 210 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Patient Records: Keeping it Real</td>
<td></td>
</tr>
<tr>
<td>HCR 220 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Claims Preparation I: Clean Bills of Health</td>
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</tr>
<tr>
<td>HCR 230 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Claims Preparation II: Footing the Bills</td>
<td></td>
</tr>
<tr>
<td>HCR 240 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Computerizing Medical Data: The Paper Chase Goes Techno</td>
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</tbody>
</table>

**Additional Admission Requirements for AAHCA/MR**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

**General Education Requirements for the AAHCA/MR**

Communication Arts Requirement 6 credits

(A Track must include: COM 150 and COM 220)

(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 6 credits

(A Track must include: 3 credits in the physical or biological sciences)

(B Track must include: SCI 162)

Social Science Requirement 6 credits

(A Track must include: ETH 125)

(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 6 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits

(A Track must include: GEN 105)

(B Track must include: US 101)

Interdisciplinary Requirement 9 credits

(B Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for AAHCA/MR**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts
Academic Progression Requirements for the AAHCA/MR

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent General or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Additional Residency Requirements and Course Waivers for the AAHCA/MR

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAHCA/MR

HCA 220 ...................................................................................3 credits
The Language of Health Care
This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

HCA 240 ...................................................................................3 credits
Health & Diseases: Understanding Pathos of Pathology
This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCR 210 ...................................................................................3 credits
Patient Records: Keeping it Real
Documenting patients’ health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians’ offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.

HCR 220 ...................................................................................3 credits
Claims Preparation I: Clean Bills of Health
Medical records processing revolves around insurance and reimbursement. This course focuses on the background, knowledge and skills related to basic billing duties, HIPAA regulations, patient encounters, and the preparation, compliance, and transmission of claims. Students are introduced to the history, current state and future direction of the major diagnostic and procedural coding systems.

HCR 230 ...................................................................................3 credits
Claims Preparation II: Footing the Bills
This course continues medical records processing instruction. Topics focus on the background, knowledge and skills related to private payers, Medicare, Medicaid, Tricare, Champva, workers compensation and disability. Claims processing includes payments, appeals, and secondary claims; patient billing and collections; hospital billing and reimbursement.

HCR 240 ...................................................................................3 credits
Computerizing Medical Data: The Paper Chase Goes Techno
This medical records capstone course enables students to develop career skills in computerizing data through application of a software program widely used in health care. While popular for medical billing and collections, Medisoft also applies to managing patients’ health care information, scheduling, correspondence, and a variety of reports. This course requires a PC with Windows 2000® or Windows XP® operating system.

COM 150 ...................................................................................3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ...................................................................................3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments,
and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ........................................................................................................... 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ........................................................................................................... 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ........................................................................................................... 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Emphasis in Health Care Administration/Medical Records (Maryland-Online)

The following Associate of Arts/Emphasis in Health Care Administration/Medical Records (AAHCA/MR) program may be offered at these University of Phoenix campus locations: Online, depending on the state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Health Care Administration with an emphasis in Medical Records lays a foundation for further study in health care at the undergraduate level. Topics focus on medical terminology related to disease diagnosis and treatment, patient information management, and medical claims processing. Software instruction synthesizes a variety of records processes common in medical facilities.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aaheca-mr.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Note: Associate of Arts/Health Care Administration-Medical Records provides foundation skills in medical record keeping. However, it does not lead to certification in medical coding practice or any other related practice.

Additional Admission Requirements for AAHCA/MR

• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAHCA/MR

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)

Science & Technology Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Social Science Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: LIS 101)

Interdisciplinary Requirement 9 credits
(A Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAHCA/MR

The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
• A minimum grade point average (GPA) of 2.0.
• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AAHCA/MR
• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track and must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Additional Residency Requirements and Course Waivers for the AAHCA/MR
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAHCA/MR
HCA 220 ...................................................................................3 credits

The Language of Health Care
This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

HCA 240 ...................................................................................3 credits

Health & Diseases: Understanding Pathos of Pathology
This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCR 210 ...................................................................................3 credits

Patient Records: Keeping it Real
Documenting patients’ health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians’ offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.

HCR 220 ...................................................................................3 credits

Claims Preparation I: Clean Bills of Health
Medical records processing revolves around insurance and reimbursement. This course focuses on the background, knowledge and skills related to basic billing duties, HIPAA regulations, patient encounters, and the preparation, compliance, and transmission of claims. Students are introduced to the history, current state and future direction of the major diagnostic and procedural coding systems.

HCR 230 ...................................................................................3 credits

Claims Preparation II: Footing the Bills
This course continues medical records processing instruction. Topics focus on the background, knowledge and skills related to private payers, Medicare, Medicaid, TriCare, Champva, workers compensation and disability. Claims processing includes payments, appeals, and secondary claims; patient billing and collections; hospital billing and reimbursement.

HCR 240 ...................................................................................3 credits

Computerizing Medical Data: The Paper Chase Goes Techno
This medical records capstone course enables students to develop career skills in computerizing data through application of a software program widely used in health care. While popular for medical billing and collections, MedisoftTM also applies to managing patients’ health care information, scheduling, correspondence, and a variety of reports. This course requires a PC with Windows 2000® or Windows XP® operating system.

COM 150 ...................................................................................3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agree-
The following Associate of Arts/Concentration in Health Care Administration/Health and Wellness Administration program may be offered at all University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state.

### General Education Requirements for the AAHCA/HWA

- **Social Science Requirement 6 credits**
- **Mathematics Requirement 6 credits**
- **Humanities Requirement 6 credits**

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahca.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Note: This is not a nursing program nor will the courses included in this program fully prepare a student to enter a nursing program.

### Concentration in Health Care Administration/Health and Wellness Administration - Track A and B

- **HCA 210 ~ Introduction to Health Care: Riding the Fourth Wave** 3 credits
- **HCA 220 ~ The Language of Health Care** 3 credits
- **HCA 230 ~ Communication Skills for Health Care Professionals** 3 credits
- **HCIS 245 ~ Fundamentals of Information Systems for Health Care** 3 credits
- **HCR 210 ~ Health Care’s Law and Ethics Environment** 3 credits
- **Patient Records: Keeping it Real** 3 credits

The University reserves the right to modify the required course of study.

### Additional Admission Requirements for the AAHCA/HWA

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body; GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
Academic Progression Requirements for the AAHCA/HWA

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, HUM 111, HCA 210, HCIS 245 AND HCA 260 course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAHCA/HWA

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAHCA/HWA

HCA 210...Introduction to Health Care: Riding the Fourth Wave

This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.

HCA 220...The Language of Health Care

This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

HCA 230...Communication Skills for Health Care Professionals

This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.

HCIS 245...Fundamentals of Information Systems for Health Care

This course introduces the fundamentals of computer systems and the role of information processing in today’s health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.

HCA 260...Health Care’s Law and Ethics Environment

This course is designed as an introduction to the laws and ethics of providing health care services. The course is also intended to familiarize the student with state and federal health regulation. Since ethics and laws are both dynamic, emphasis is placed on discussing some of the dramatic changes in health care delivery, such as managed care, patient self-determination, medical record keeping, and various laws that impact health care employment.
Consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. This may be available to all residents of all states. Students may want to depend on the state of residence. The availability of programs and courses requiring prerequisites are identified by a ~ symbol following the course number.

Note: This is not a nursing program nor will the courses included in this program fully prepare a student to enter a nursing program.

**Emphasis in Health Care Administration/Health and Wellness Administration - Track A and B**

- HCA 210 ~ ............................................................................... 3 credits
- Introduction to Health Care: Riding the Fourth Wave
- HCA 220 ~ ............................................................................... 3 credits
- The Language of Health Care
- HCA 230 ~ ............................................................................... 3 credits
- Communication Skills for Health Care Professionals
- HCIS 245 ~ ............................................................................... 3 credits
- Fundamentals of Information Systems for Health Care
- HCA 260 ~ ............................................................................... 3 credits
- Health Care’s Law and Ethics Environment
- HCR 210 ~ ............................................................................... 3 credits
- Patient Records: Keeping it Real

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for AAHCA/HWA**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

**General Education Requirements for the AAHCA/HWA**

**Communication Arts Requirement 6 credits**

- (A Track must include: COM 150 and COM 220)
- (B Track must include: COM 155 and COM 156)

**Mathematics Requirement 6 credits**

University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.

**Science & Technology Requirement 6 credits**

- (A Track must include: 3 credits in the physical or biological sciences)
- (B Track must include: SCI 162)
- The HCIS 245 course requirement cannot be satisfied with transfer credit.

**Humanities Requirement 6 credits**

- (A Track must include: CRT 205)
- (B Track must include: HUM 111)

**Social Science Requirement 6 credits**

- (A Track must include: ETH 125)
- (B Track must include: PSY 201 and ETH 125)

**Additional Liberal Arts Requirement 3 credits**

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**Patient Records: Keeping it Real**

Documenting patients’ health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians’ offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.

**Research Writing**

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

**Critical Thinking**

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

**Cultural Diversity**

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

**Research Writing**

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

**ETH 125 ................................................................................... 3 credits**

**Critical Thinking**

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media— including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

**Cultural Diversity**

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

**GEN 105 ................................................................................... 3 credits**

**Skills for Learning in an Information Age**

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**Associate of Arts/Emphasis in Health Care Administration/Health and Wellness Administration (Maryland-On line)**

The following Associate of Arts/Emphasis in Health Care Administration/ Health and Wellness Administration (AAHCA/HWA) program may be offered at these University of Phoenix campus locations: Online, depending on the state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Health Care Administration with an emphasis in Health and Wellness Administration lays a foundation for further study of the health care industry at the undergraduate level. Concepts such as an introduction to health care delivery, communication skills, medical terminology, health care information systems, the regulatory environment, and patient records will be discussed. Students that complete this program will obtain the knowledge and skills necessary to work in an entry level component of the health and wellness industry.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/ programs/ahca.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

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**Academic Year Programs (California)**

**Additional Admission Requirements for AAHCA/HWA**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

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**General Education Requirements for the AAHCA/HWA**

**Communication Arts Requirement 6 credits**

- (A Track must include: COM 150 and COM 220)
- (B Track must include: COM 155 and COM 156)

**Mathematics Requirement 6 credits**

University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.

**Science & Technology Requirement 6 credits**

- (A Track must include: 3 credits in the physical or biological sciences)
- (B Track must include: SCI 162)
- The HCIS 245 course requirement cannot be satisfied with transfer credit.

**Humanities Requirement 6 credits**

- (A Track must include: CRT 205)
- (B Track must include: HUM 111)

**Social Science Requirement 6 credits**

- (A Track must include: ETH 125)
- (B Track must include: PSY 201 and ETH 125)

**Additional Liberal Arts Requirement 3 credits**
All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for AAHCA/HWA**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**Academic Progression Requirements for the AAHCA/HWA**

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, HUM 111, HCA 210, HCIS 245 AND HCA 260 course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

**Additional Residency Requirements and Course Waivers for the AAHCA/HWA**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

**Course Descriptions for the AAHCA/HWA**

**HCA 210**
Introduction to Health Care: Riding the Fourth Wave
This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.

**HCA 220**

**The Language of Health Care**
This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

**HCA 230**
Communication Skills for Health Care Professionals
This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.

**HCIS 245**
Fundamentals of Information Systems for Health Care
This course introduces the fundamentals of computer systems and the role of information processing in today’s health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.

**HCR 210**
Health Care’s Law and Ethics Environment
This course is designed as an introduction to the laws and ethics of providing health care services. The course is also intended to familiarize the student with state and federal health regulation. Since ethics and laws are both dynamic, emphasis is placed on discussing some of the dramatic changes in health care delivery, such as managed care, patient self-determination, medical record keeping, and various laws that impact health care employment.
Patient Records: Keeping it Real
Documenting patients’ health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians’ offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.

COM 220 ................................................................................................... 3 credits

Critical Thinking
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ................................................................................................... 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ................................................................................................... 3 credits

Research Writing
Students are given the opportunity to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ................................................................................................... 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Health Care Administration/Health and Wellness Administration (Certificate Track)

The following Associate of Arts/Concentration in Health Care Administration/Health and Wellness Administration (Certificate Track) (AAHCA/HWAC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available in all states. Students must meet all state requirements for their chosen degree before enrolling in any University baccalaureate degree programs, courses, or University electives.

HCA 210C ~ ................................................................................ 3 credits

Introduction to Health Care
HCA 220C ............................................................................................. 3 credits

Business Communication Skills for Health Care Professionals
HCA 220C ............................................................................................. 3 credits

The Language of Health Care
HCIS 245C ~ .................................................................................. 3 credits

Fundamentals of Information Systems for Health Care
HCA 260C ~ .................................................................................. 3 credits

The Regulatory Environment
HCR 210C ~ .................................................................................. 3 credits

Documenting patients’ health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians’ offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aafrica.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Note: This is not a nursing program nor will the courses included in this program fully prepare a student to enter a nursing program.

Concentration in Health Care Administration/Health and Wellness Administration (Certificate Track) - Track A and B

HCIS 245C ~ .................................................................................. 3 credits

The Regulatory Environment
HCA 260C ............................................................................................. 3 credits

Fundamentals of Information Systems for Health Care
HCA 220C ............................................................................................. 3 credits

The Language of Health Care
HCIS 245C ~ .................................................................................. 3 credits

Introduction to Health Care
HCA 210C ~ ................................................................................ 3 credits

General Information for the AAHCA/HWAC

• The Certificate Track associates programs are designed to be an option for students to earn a certificate en-route to earning the associates degree.

• Students who completed a certificate in its entirety and who later choose to enroll in an associates program with a concentration in the same area of focus as the completed certificate will be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the associates program.

• Any student planning to complete both an associate of arts degree and a baccalaureate degree must complete all 60 required credits of the associates degree and meet admission requirements for their chosen degree before enrolling in any University baccalaureate degree programs, courses, or University electives.

Additional Admission Requirements for the AAHCA/HWAC

• Applicants must be at least 16 years of age at the time of application.

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

**General Education Requirements for the AAHCA/HWAC**

- Communication Arts Requirement 6 credits
  - Must include COM 150 and COM 220

- Mathematics Requirement 6 credits
  - University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.

- Science & Technology Requirement 6 credits
  - Must include 3 credits in the physical or biological sciences

- Humanities Requirement 6 credits
  - Must include CRT 205

- Social Science Requirement 6 credits
  - Must include ETH 125

- Additional Liberal Arts Requirement 3 credits

- Interdisciplinary Requirement 9 credits

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for AAHCA/HWAC**

- The degree requirements for this program are the following:
  - Completion of a minimum of 60 credits.
  - Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
  - A minimum grade point average (GPA) of 2.0.
  - Students may earn a certificate in the same area of focus as the concentration en route to completing the associate degree. Students may apply for certificate conferral upon successful completion of both the concentration courses and the certificate programmatic requirements outlined in the certificate program policy.
  - Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**Academic Progression Requirements for the AAHCA/HWAC**

- Students must complete the concentration courses, COM 150 and CRT 205 prior to enrolling in any other general education or interdisciplinary courses.

**Additional Residency Requirements and Course Waivers for the AAHCA/HWAC**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. The following course(s) in the Required Course of Study may be waived:

- HCA 210C
- HCA 260C

**Course Descriptions for the AAHCA/HWAC**

**HCA 210C**
Introduction to Health Care
This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.

**HCA 230C**
Business Communication Skills for Health Care Professionals
This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.

**HCA 220C**
The Language of Health Care
This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

**HCIS 245C**
Fundamentals of Information Systems for Health Care
This course introduces the fundamentals of computer systems and the role of information processing in today’s health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.

**HCA 260C**
The Regulatory Environment
This course is an introduction to the regulatory aspects of providing health care services. Students will become familiar with state and federal health regulations. Emphasis is placed on various contemporary characteristics regarding the laws and ethics of health care delivery and the rules that impact health care employment.

**HCR 210C**
Patient Records
Documenting patients’ health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records in a variety of settings. Students are introduced to uses of health data and legal aspects of records management.

**COM 220**
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

**ETH 125**
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media— including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

Associate of Arts/Emphasis in Health Care Administration/Health and Wellness Administration (Certificate Track) (Maryland-Online)

The following Associate of Arts/Emphasis in Health Care Administration/Health and Wellness Administration (Certificate Track) (AAHCA/HWAC) program may be offered at these University of Phoenix campus locations: Online, depending on the state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Health Care Administration with an emphasis in Health and Wellness Administration lays a foundation for further study of the health care industry at the undergraduate level. Concepts such as an introduction to health care delivery, communication skills, medical terminology, health care information systems, the regulatory environment, and patient records will be discussed. Students that complete this program will obtain the knowledge and skills necessary to work in an entry level component of the health and wellness industry.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahca.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Note: This is not a nursing program nor will the courses included in this program fully prepare a student to enter a nursing program.

Emphasis in Health Care Administration/Health and Wellness Administration (Certificate Track) - Track A and B

HCA 210C ~ ................................................................. 3 credits
   Introduction to Health Care

HCA 230C ................................................................. 3 credits
   Business Communication Skills for Health Care Professionals

HCA 220C ~ ................................................................. 3 credits
   The Language of Health Care

HCIS 245C ~ ................................................................. 3 credits
   Fundamentals of Information Systems for Health Care

The Regulatory Environment
HCR 210C ~ ................................................................. 3 credits
   Patient Records

The University reserves the right to modify the required course of study.

General Information for the AAHCA/HWAC

• The Certificate Track associates programs are designed to be an option for students to earn a certificate en-route to earning the associates degree.
• Students who completed a certificate in its entirety and who later choose to enroll in an associates program with a emphasis in the same area of focus as the completed certificate will be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the associates program.
• Any student planning to complete both an associate of arts degree and a baccalaureate degree must complete all 60 required credits of the associates degree and meet admission requirements for their chosen degree before enrolling in any University baccalaureate degree programs, courses, or University electives.

Additional Admission Requirements for the AAHCA/HWAC

• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAHCA/HWAC

Communication Arts Requirement 6 credits
   Must include COM 150 and COM 220

Mathematics Requirement 6 credits
   University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.

Science & Technology Requirement 6 credits
   Must include 3 credits in the physical or biological sciences

Humanities Requirement 6 credits
   Must include CRT 205

Social Science Requirement 6 credits
   Must include ETH 125

Additional Liberal Arts Requirement 3 credits
   Must include MAT 100 or MAT 101 or equivalent

Interdisciplinary Requirement 9 credits
   All undergraduate students are required to complete the minimum general education credits required by their program version.
   Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAHCA/HWAC

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
• A minimum grade point average (GPA) of 2.0.
University of Phoenix, 2013-2014

- Students may earn a certificate in the same area of focus as the emphasis on route to completing the associate degree. Students may apply for certificate conferral upon successful completion of both the emphasis courses and the course programmatic requirements outlined in the certificate program policy.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**Academic Progression Requirements for the AAHCA/HWAC**
- Students must complete the emphasis courses, COM 150 and CRT 205 prior to enrolling in any other general education or interdisciplinary courses.

**Additional Residency Requirements and Course Waivers for the AAHCA/HWAC**
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. The following course(s) in the Required Course of Study may not be waived: HCA 210C, HCA 260C

**Course Descriptions for the AAHCA/HWAC**

**HCA 210C** ................................................................................3 credits

**Introduction to Health Care**
This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.

**HCA 230C** ................................................................................3 credits

**Business Communication Skills for Health Care Professionals**
This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.

**HCA 220C** ................................................................................3 credits

**The Language of Health Care**
This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

**HCIS 245C** ................................................................................3 credits

**Fundamentals of Information Systems for Health Care**
This course introduces the fundamentals of computer systems and the role of information processing in today’s health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.

**HCA 260C** ................................................................................3 credits

**The Regulatory Environment**
This course is an introduction to the regulatory aspects of providing health care services. Students will become familiar with state and federal health regulations. Emphasis is placed on various contemporary characteristics regarding the laws and ethics of health care delivery and the rules that impact health care employment.

**HCR 210C** ................................................................................3 credits

**Patient Records**
Documenting patients’ health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records in a variety of settings. Students are introduced to uses of health data and legal aspects of records management.

**COM 220** ................................................................................3 credits

**Research Writing**
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

**ETH 125** ................................................................................3 credits

**Cultural Diversity**
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

**CRT 205** ................................................................................3 credits

**Critical Thinking**
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

**Associate of Arts/Concentration in Electronic Health Records (Certificate Track)**

The following Associate of Arts/Concentration in Electronic Health Records (Certificate Track) (AAHCA/EHRC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Health Care Administration with an concentration in Electronic Health Records lays a foundation for further study of the health care industry at the undergraduate level. Courses focus on the introduction of health care delivery, medical terminology, health care information systems fundamentals, data management, and health care ethics and compliance. Students will also use electronic health record-keeping software that synthesizes a variety of records processes common in health care facilities. The concepts learned in this program align to national electronic health record specialist certification exam content.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/
The Certificate Track associates programs are designed to be an option for students to earn a certificate en-route to earning the associates degree.

Students who completed a certificate in its entirety and who later choose to enroll in an associates program with a concentration in the same area of focus as the completed certificate will be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the associates program.

Any student planning to complete both an associate of arts degree and a baccalaureate degree must complete all 60 required credits of the associates degree and meet admission requirements for their chosen degree before enrolling in any University baccalaureate degree programs, courses, or University electives.

**Additional Admission Requirements for the AAHCA/EHRC**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

**General Education Requirements for the AAHCA/EHRC**

All undergraduate students are required to complete the minimum education credits required by their program version.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for AAHCA/EHRC**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Students may earn a certificate that corresponds with their selected concentration en-route to completing the associate degree. Students may apply for certificate conferral upon successful completion of both the concentration courses and the certificate programmatic requirements outlined in the certificate program policy.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**Academic Progression Requirements for the AAHCA/EHRC**

- Students must complete the concentration courses, COM 150 and CRT 205 prior to enrolling in any other general education or interdisciplinary courses.

**Additional Residency Requirements and Course Waivers for the AAHCA/EHRC**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. The following course(s) in the Required Course of Study may not be waived: HCA 220C, HHC 275C

**Course Descriptions for the AAHCA/EHRC**

- HCA 210C - Introduction to Health Care
- HCA 220C - The Language of Health Care
- HCIS 245C - Fundamentals of Information Systems for Health Care
- HCIS 255C - Structure and Design of Electronic Health Records
- HCIS 265C - Medical Health Information
- HCIS 275C - Practical Application of Electronic Health Records

**University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.**

- Science & Technology Requirement 6 credits
- Must include 3 credits in the physical or biological sciences
- Humanities Requirement 6 credits
- Must include CRT 205
- Social Science Requirement 6 credits
- Must include ETH 125
- Additional Liberal Arts Requirement 3 credits
- Interdisciplinary Requirement 9 credits

The University reserves the right to modify the required course of study.
ment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.

HCA 220C ................................................................. 3 credits

The Language of Health Care
This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

HCIS 255C .................................................................. 3 credits

Structure and Design of Electronic Health Records
Students will learn about the evolving function and use of technology to support the documentation of vital health information contained in a patient’s medical history. This course will introduce students to the general software applications, insurance and coding information, and regulatory compliance requirements.

HCIS 265C .................................................................. 3 credits

Medical Health Information
This course focuses on the documentation of medical data and how managing data can be vital to the treatment and care of individuals in the health care system. Students will examine development, forms, routing, filing, and storage of patient’s records in a variety of health care settings. Students will also review issues related to quality and data management, as well as privacy and security compliance.

HCIS 275C .................................................................. 3 credits

Practical Application of Electronic Health Records
Students in the capstone course will use case studies and an electronic health record (EHR) software application to develop foundational skills related to data charting, usage, and application.

COM 220 .................................................................. 3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 .................................................................. 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 .................................................................. 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

Associate of Arts/Concentration in Health Care Administration/Electronic Health Records
The following Associate of Arts/Concentration in Health Care Administration/Electronic Health Records (AAHCA-EHR) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Health Care Administration with a concentration in Electronic Health Records lays a foundation for further study of the health care industry at the undergraduate level. Courses focus on the introduction of health care delivery, medical terminology, health care information systems fundamentals, data management, and health care ethics and compliance. Students will also use electronic health record-keeping software that synthesizes a variety of records processes common in health care facilities. The concepts learned in this program align to national electronic health record specialist certification exam content. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahca.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Note: This is not a nursing program nor will the courses included in this program fully prepare a student to enter a nursing program.

Concentration in Health Care Administration/Electronic Health Records - Track A and B
HCA 210 ~ ................................................................. 3 credits
Introduction to Health Care: Riding the Fourth Wave
HCA 220 ~ ................................................................. 3 credits
The Language of Health Care
HCA 240 ~ ................................................................. 3 credits
Health & Diseases: Understanding Pathos of Pathology
HCIS 255 ~ ................................................................. 3 credits
Structure and Design of Electronic Health Records
HCIS 265 ~ ................................................................. 3 credits
Medical Health Information
HCIS 275 ~ ................................................................. 3 credits
Practical Application of Electronic Health Records
The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAHCA/EHR
• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• A minimum grade point average (GPA) of 2.0.
• Completion of a minimum of 60 credits.
• Students transferring from Western International University to University of Phoenix math courses must be MAT 116 or higher to satisfy the Mathematics Requirement.

General Education Requirements for the AAHCA/EHR
Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
University of Phoenix math courses must be MAT 116 or higher to satisfy the Mathematics Requirement.

Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Must include: HCIS 245. Students must complete HCA 210, HCA 220, and HCA 240 before enrolling in HCIS 245. The HCIS 245 course requirement cannot be satisfied with transfer credit.

Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)
All undergraduate students are required to complete the minimum general education credits required by their program version.

Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Additional Residency Requirements and Course Waivers for the AAHCA/EHR
Students in this program may waive a maximum of 6 credits from any course from the First-Year Sequence to satisfy General Education or Elective requirements.

Academic Progression Requirements for the AAHCA/EHR
• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.

Introduction to Health Care: Riding the Fourth Wave
This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.

The Language of Health Care
This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.
HCA 240...................................................................................3 credits

Health & Diseases: Understanding Pathos of Pathology
This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCIS 255...................................................................................3 credits

Structure and Design of Electronic Health Records
Students will learn about the evolving function and use of technology to support the documentation of vital health information contained in a patient’s medical history. This course will introduce students to the general software applications, insurance and coding information, and regulatory compliance requirements.

HCIS 265...................................................................................3 credits

Medical Health Information
This course focuses on the documentation of medical data and how managing data can be vital to the treatment and care of individuals in the health care system. Students will examine development, forms, routing, filing, and storage of patient’s records in a variety of health care settings. Students will also review issues related to quality and data management, as well as privacy and security compliance.

HCIS 275 ...................................................................................3 credits

Practical Application of Electronic Health Records
Students in the capstone course will use case studies and an electronic health record (EHR) software application to develop foundational skills related to data charting, usage, and application.

COM 220 .................................................................................3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

HCIS 245...................................................................................3 credits

Fundamentals of Information Systems for Health Care
This course introduces the fundamentals of computer systems and the role of information processing in today’s health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.

ETH 125 ...................................................................................3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ...................................................................................3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ...................................................................................3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Emphasis in Health Care Administration/Electronic Health Records (Maryland-Online)

The following Associate of Arts/Emphasis in Health Care Administration/Electronic Health Records (AAHCA-EHR) program may be offered at these University of Phoenix campus locations: Online, depending on the state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Health Care Administration with emphasis in Electronic Health Records lays a foundation for further study of the health care industry at the undergraduate level. Courses focus on the introduction of health care delivery, medical terminology, health care information systems fundamentals, data management, and health care ethics and compliance. Students will also use electronic health record-keeping software that synthesizes a variety of records processes common in health care facilities. The concepts learned in this program align to national electronic health record specialist certification exam content.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahca.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Note: This is not a nursing program nor will the courses included in this program fully prepare a student to enter a nursing program.

Emphasis in Health Care Administration/Electronic Health Records - Track A and B

HCA 210 ~ .................................................................3 credits
Introduction to Health Care: Riding the Fourth Wave

HCA 220 ~ .................................................................3 credits
The Language of Health Care

HCA 240 ~ .................................................................3 credits
Health & Diseases: Understanding Pathos of Pathology

HCIS 255 ~ .................................................................3 credits
Structure and Design of Electronic Health Records

HCIS 265 ~ .................................................................3 credits
Medical Health Information
HCIS 275 ~................................................................. 3 credits
Practical Application of Electronic Health Records

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAHCA/EHR
• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAHCA/EHR
Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.

Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Must include: HCIS 245. Students must complete HCA 210, HCA 220, and HCA 240 before enrolling in HCIS 245. The HCIS 245 course requirement cannot be satisfied with transfer credit.

Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)

Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version.

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAHCA/EHR
The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
• A minimum grade point average (GPA) of 2.0.
• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AAHCA/EHR
• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAHCA/EHR
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAHCA/EHR
HCA 210 ................................................................................. 3 credits
Introduction to Health Care: Riding the Fourth Wave
This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.

HCA 220 ................................................................................. 3 credits
The Language of Health Care
This course offers the student engagement and interaction with the
dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

HCA 240 .......................................................... 3 credits

**Health & Diseases: Understanding Pathos of Pathology**

This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCIS 255 .......................................................... 3 credits

**Structure and Design of Electronic Health Records**

Students will learn about the evolving function and use of technology to support the documentation of vital health information contained in a patient’s medical history. This course will introduce students to the general software applications, insurance and coding information, and regulatory compliance requirements.

HCIS 265 .......................................................... 3 credits

**Medical Health Information**

This course focuses on the documentation of medical data and how managing data can be vital to the treatment and care of individuals in the health care system. Students will examine development, forms, routing, filing, and storage of patient’s records in a variety of health care settings. Students will also review issues related to quality and data management, as well as privacy and security compliance.

HCIS 275 .......................................................... 3 credits

**Practical Application of Electronic Health Records**

Students in the capstone course will use case studies and an electronic health record (EHR) software application to develop foundational skills related to data charting, usage, and application.

COM 220 .......................................................... 3 credits

**Research Writing**

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

HCIS 245 .......................................................... 3 credits

**Fundamentals of Information Systems for Health Care**

This course introduces the fundamentals of computer systems and the role of information processing in today’s health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.

ETH 125 .......................................................... 3 credits

**Cultural Diversity**

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 .......................................................... 3 credits

**Critical Thinking**

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media including television, Internet, and print to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 .......................................................... 3 credits

**Skills for Learning in an Information Age**

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

The following Associate of Arts/Emphasis in Electronic Health Records (Certificate Track) (AAHCA/EHRC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

**Associate of Arts/Emphasis in Electronic Health Records (Certificate Track) (Maryland-Online)**

The Associate of Arts Degree in Health Care Administration with an emphasis in Electronic Health Records lays a foundation for further study of the health care industry at the undergraduate level. Courses focus on the introduction of health care delivery, medical terminology, health care information systems fundamentals, data management, and health care ethics and compliance. Students will also use electronic health record-keeping software that synthesizes a variety of records processes common in health care facilities. The concepts learned in this program align to national electronic health record specialist certification exam content.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at [http://www.phoenix.edu/programs/aaehca](http://www.phoenix.edu/programs/aaehca).

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Emphasis in Electronic Health Records (Certificate Track) - Track A and B**

**HCA 210C ...................................................... 3 credits**

**Introduction to Health Care**

**HCIS 245C ...................................................... 3 credits**

**Fundamentals of Information Systems for Health Care**

**HCA 220C ...................................................... 3 credits**

**The Language of Health Care**

**HCIS 255C ...................................................... 3 credits**
General Information for the AAHCA/EHRC

- The Certificate Track associates programs are designed to be an option for students to earn a certificate en-route to earning the associates degree.
- Students who completed a certificate in its entirety and who later choose to enroll in an associates program with a focus in the same area of focus as the completed certificate will be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the associates program.
- Any student planning to complete both an associate of arts degree and a baccalaureate degree must complete all 60 required credits of the associates degree and meet admission requirements for their chosen degree before enrolling in any University baccalaureate degree programs, courses, or University electives.

Additional Admission Requirements for the AAHCA/EHRC

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAHCA/EHRC

Communication Arts Requirement 6 credits
Must include COM 150 and COM 220
Mathematics Requirement 6 credits
University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.
Science & Technology Requirement 6 credits
Must include 3 credits in the physical or biological sciences
Humanities Requirement 6 credits
Must include CRT 205
Social Science Requirement 6 credits
Must include ETH 125
Additional Liberal Arts Requirement 3 credits
Interdisciplinary Requirement 9 credits
All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack 67 or fewer general education credits may use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAHCA/EHRC

- Completion of a minimum of 60 credits.

- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Students may earn a certificate in the same area of focus as the emphasis en route to completing the associate degree. Students may apply for certificate conferral upon successful completion of both the emphasis courses and the certificate programmatic requirements outlined in the certificate program policy.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

  Associate of Arts

Academic Progression Requirements for the AAHCA/EHRC

- Students must complete the emphasis courses, COM 150 and CRT 205 prior to enrolling in any other general education or interdisciplinary courses.

Additional Residency Requirements and Course Waivers for the AAHCA/EHRC

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. The following course(s) in the Required Course of Study may not be waived: HCA 220C, HCIS 275C

Course Descriptions for the AAHCA/EHRC

HCA 210C ................................................................. 3 credits
Introduction to Health Care
This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.

HCIS 245C ................................................................. 3 credits
Fundamentals of Information Systems for Health Care
This course introduces the fundamentals of computer systems and the role of information processing in today’s health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.

HCA 220C ................................................................. 3 credits
The Language of Health Care
This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

HCIS 255C ................................................................. 3 credits
Structure and Design of Electronic Health Records
Students will learn about the evolving function and use of technology to support the documentation of vital health information contained in a patient’s medical history. This course will introduce students to the general software applications, insurance and coding information, and regulatory compliance requirements.

HCIS 265C ................................................................. 3 credits
Medical Health Information

This course focuses on the documentation of medical data and how managing data can be vital to the treatment and care of individuals in the health care system. Students will examine development, forms, routing, filing, and storage of patient’s records in a variety of health care settings. Students will also review issues related to quality and data management, as well as privacy and security compliance.

HCIS 275C .......................................................... 3 credits

Practical Application of Electronic Health Records

Students in the capstone course will use case studies and an electronic health record (EHR) software application to develop foundational skills related to data charting, usage, and application.

COM 220 .......................................................... 3 credits

Research Writing

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety. ETH 125 .......................................................... 3 credits

Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 .......................................................... 3 credits

Critical Thinking

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

Associate of Arts/Concentration in Health Care Administration/Medical Records (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Health Care Administration/Medical Records (AAHCA/MR) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Health Care Administration with emphasis in Medical Records lays a foundation for further study in health care at the undergraduate level. Topics focus on medical terminology related to disease diagnosis and treatment, patient information management, and medical claims processing. Software instruction synthesizes a variety of records processes common in medical facilities.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahca-mr.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Note: Associate of Arts/Health Care Administration-Medical Records provides foundation skills in medical record keeping. However, it does not lead to certification in medical coding practice or any other related practice.

Concentration in Health Care Administration/Medical Records - Track A and B

HCA 220 ~ .......................................................... 3 credits
The Language of Health Care
HCA 240 ~ .......................................................... 3 credits
Health & Diseases: Understanding Pathos of Pathology
HCR 210 ~ .......................................................... 3 credits
Patient Records: Keeping it Real
HCR 220 ~ .......................................................... 3 credits
Claims Preparation I: Clean Bills of Health
HCR 230 ~ .......................................................... 3 credits
Claims Preparation II: Footing the Bills

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAHCA/MR

• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAHCA/MR for Arkansas Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
Students who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Must include: MAT 219 and MAT 220
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Must include: HCR 420
Must include: BIO 100 and CHM 109
The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Must include: HIS 135
HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits

University of Phoenix, 2013-2014
• A minimum grade point average (GPA) of 2.0.
• Completion of a minimum of 60 credits.

Degree Requirements for the AAHCA/MR

(B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Students who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

General Education Requirements for the AAHCA/MR for Minnesota Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for the AAHCA/MR

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
• A minimum grade point average (GPA) of 2.0.

Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AAHCA/MR

• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.

• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.

• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAHCA/MR

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAHCA/MR

HCA 220 .................................................................................. 3 credits

The Language of Health Care

This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

HCA 240 .................................................................................. 3 credits
Health & Diseases: Understanding Pathos of Pathology
This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCR 210 ................................................................. 3 credits

Patient Records: Keeping it Real
Documenting patients' health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians' offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.

HCR 220 ................................................................. 3 credits

Claims Preparation I: Clean Bills of Health
Medical records processing revolves around insurance and reimbursement. This course focuses on the background, knowledge and skills related to basic billing duties, HIPAA regulations, patient encounters, and the preparation, compliance, and transmission of claims. Students are introduced to the history, current state and future direction of the major diagnostic and procedural coding systems.

HCR 230 ................................................................. 3 credits

Claims Preparation II: Footing the Bills
This course continues medical records processing instruction. Topics focus on the background, knowledge and skills related to private payers, Medicare, Medicaid, Tricare, Champa, workers' compensation and disability. Claims processing includes payments, appeals, and secondary claims; patient billing and collections; hospital billing and reimbursement.

COM 150 ............................................................... 3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ............................................................... 3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

MAT 219 ............................................................... 3 credits

Introduction to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 220 ............................................................... 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

BIO 100 ............................................................... 4 credits

Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 ............................................................... 3 credits

Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 135 ............................................................... 3 credits

The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

ETH 125 ............................................................... 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ............................................................... 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.
Online modality in their state. Please contact your enrollment advisor for states. Students may want to consider completing certain courses in the and other factors. Not all programs may be available to all residents of all availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The following Associate of Arts/Foundations in Health Care Administration (AAFHCA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree Foundations in Health Care Administration concentration focuses on developing a foundational understanding of the health care industry and career opportunities. Students will discuss current strengths and challenges of the U.S. health care system. Students will also explore content related to health care communication, medical language, health and disease, and the financial aspects of health care delivery.

For students residing in Arkansas: For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs. For students residing in Minnesota: For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Note: This is not a nursing program nor will the courses included in this program fully prepare a student to enter a nursing program.

### Foundations in Health Care Administration - Track A and B

- **HCA 210** ~ Introduction to Health Care: Riding the Fourth Wave 3 credits
- **HCA 220** ~ The Language of Health Care 3 credits
- **HCA 230** ~ Communication Skills for Health Care Professionals 3 credits
- **HCA 240** ~ Health & Diseases: Understanding Pathos of Pathology 3 credits
- **HCA 270** ~ Health & Diseases: Understanding Pathos of Pathology 3 credits
- **HCA 240** ~ Financial Matters for Health Care Professionals 3 credits

- **HCA 210 ~** Introduction to Health Care: Riding the Fourth Wave 3 credits
- **HCA 220 ~** The Language of Health Care 3 credits
- **HCA 230 ~** Communication Skills for Health Care Professionals 3 credits
- **HCA 240 ~** Health & Diseases: Understanding Pathos of Pathology 3 credits
- **HCA 270 ~** Health & Diseases: Understanding Pathos of Pathology 3 credits
- **HCA 240 ~** Financial Matters for Health Care Professionals 3 credits

**Additional Admission Requirements for AAFHCA**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

### General Education Requirements for the AAFHCA for Arkansas Students

**Communication Arts Requirement 6 credits**

(A Track must include: COM 150 and COM 220)

(B Track must include: COM 155 and COM 156)

**Mathematics Requirement 6 credits**

Students who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Must include: MAT 219 and MAT 220

**Science & Technology Requirement 9 credits**

(B Track must include: SCI 162)

Must include: BIO 100 and CHM 109

The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

**Social Science Requirement 9 credits**

(A Track must include: ETH 125)

(B Track must include: PSY 201 and ETH 125)

Must include: HIS 135

**Humanities Requirement 9 credits**

(A Track must include: CRT 205)

(B Track must include: HUM 111)

**Additional Liberal Arts Requirement 6 credits**

(A Track must include: GEN 105)

(B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Students who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

### General Education Requirements for the AAFHCA for Minnesota Students

**Communication Arts Requirement 6 credits**

(A Track must include: COM 150 and COM 220)

(B Track must include: COM 155 and COM 156)

**Mathematics Requirement 6 credits**

**Science & Technology Requirement 9 credits**

(B Track must include: SCI 162)

**Social Science Requirement 9 credits**

California High School Proficiency Examination (California High School Proficiency Examination) certificate.

University of Phoenix, 2013-2014

COLLEGE OF HEALTH SCIENCES AND NURSING
With the exception of GEN 105, US 101, FP 101, and HUM 111, all FYS requirements must be satisfied prior to enrolling in any course from the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack 67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for the AAFHCA

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts.

Academic Progression Requirements for the AAFHCA

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Additional Residency Requirements and Course Waivers for the AAFHCA

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAFHCA

HCA 210...............................................................3 credits
Introduction to Health Care: Riding the Fourth Wave
This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

HCA 220...............................................................3 credits
The Language of Health Care
This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.

HCA 240...............................................................3 credits
Communication Skills for Health Care Professionals
This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.

HCA 230...............................................................3 credits
Health & Diseases: Understanding Pathos of Pathology
This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.
HCA 270 ............................................................................................. 3 credits
Financial Matters for Health Care Professionals
This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care operations. This course introduces the concepts of basic managerial functions, such as budgeting, reimbursement, and the responsibilities of health care financial management.

COM 150 ............................................................................................. 3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ............................................................................................. 3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

MAT 219 ............................................................................................. 3 credits
Introduction to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 220 ............................................................................................. 3 credits
College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

BIO 100 ............................................................................................. 4 credits
Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 ............................................................................................. 3 credits
Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 135 ............................................................................................. 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

ETH 125 ............................................................................................. 3 credits
Cultural Diversity
This course is designed to educate students about issues of race and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

CRT 205 ............................................................................................. 3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ............................................................................................. 3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

The following Associate of Arts/Foundations in Health Care Administration/Medical Records (AA/HCA/MR) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state.
Please contact your enrollment advisor for more information.

The Associate of Arts Degree Foundations in Health Care Administration with a concentration in Medical Records provides an introductory curriculum framework in this field of study. Courses focus on medical terminology, patient information management, and medical claims processing. In addition, the use of software instruction allows students to explore the application of theory to practice.

For students residing in Arkansas: For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs.

For students residing in Minnesota: For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs.

Courses requiring prerequisites are identified by a – symbol following the course number.

Note: Associate of Arts/Foundations in Health Care Administration-Medical Records provides foundation skills in medical record keeping. However, it does not lead to certification in medical coding practice or any other related practice.

**Foundations in Health Care Administration/Medical Records**

- **Track A and B**
- HCA 220 – The Language of Health Care 3 credits
- HCA 240 – Health & Diseases: Understanding Pathos of Pathology 3 credits
- HCR 210 – Patient Records: Keeping it Real 3 credits
- HCR 220 – Claims Preparation I: Clean Bills of Health 3 credits
- HCR 230 – Claims Preparation II: Footing the Bills 3 credits

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for AAFHCA/MR**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

**General Education Requirements for the AAFHCA/MR for Arkansas Students**

- Communication Arts Requirement 6 credits
  - (A Track must include: COM 150 and COM 220)
  - (B Track must include: COM 155 and COM 156)

- Mathematics Requirement 6 credits
  - Must include: HCR 240

- College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
  - Must include: MAT 219 and MAT 220

- Science & Technology Requirement 9 credits
  - (B Track must include: SCI 162)
  - Must include: BIO 100 or CHM 109
  - Must include: HCR 240

- The BIO 100 or CHM 109 requirement may also be satisfied with any science transfer coursework with a lab component.

- Social Science Requirement 9 credits
  - (A Track must include: ETH 125)
  - (B Track must include: PSY 201 and ETH 125)

- Must include: HIS 135

- HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

- Humanities Requirement 9 credits
  - (A Track must include: CRT 205)
  - (B Track must include: HUM 111)

- Additional Liberal Arts Requirement 6 credits
  - (A Track must include: GEN 105)
  - (B Track must include: US 101 and FP 101)

- All undergraduate students are required to complete the minimum general education credits required by their program version.

- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

- Students who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

**General Education Requirements for the AAFHCA/MR for Minnesota Students**

- Communication Arts Requirement 6 credits
  - (A Track must include: COM 150 and COM 220)
  - (B Track must include: COM 155 and COM 156)

- Mathematics Requirement 6 credits
  - Must include: HCR 240

- Science & Technology Requirement 9 credits
  - (B Track must include: SCI 162)

- Social Science Requirement 9 credits
  - (A Track must include: ETH 125)
  - (B Track must include: PSY 201 and ETH 125)

- Humanities Requirement 9 credits
  - (A Track must include: CRT 205)
  - (B Track must include: HUM 111)

- Additional Liberal Arts Requirement 6 credits
  - (A Track must include: GEN 105)
  - (B Track must include: US 101 and FP 101)

- All undergraduate students are required to complete the minimum general education credits required by their program version.

- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

- Students who lack .67 or fewer general education credits may use
interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for the AAFHCA/ MR

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

  Associate of Arts

Academic Progression Requirements for the AAFHCA/MR

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, and must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Additional Residency Requirements and Course Waivers for the AAFHCA/MR

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAFHCA/MR

HCA 220 ................................................................................. 3 credits

The Language of Health Care

This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

HCA 240 .................................................................................. 3 credits

Health & Diseases: Understanding Pathos of Pathology

This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCR 210 ................................................................................... 3 credits

Patient Records: Keeping it Real

Documenting patients’ health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians’ offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.

HCR 220 ................................................................................... 3 credits

Claims Preparation I: Clean Bills of Health

Medical records processing revolves around insurance and reimbursement. This course focuses on the background, knowledge and skills related to basic billing duties, HIPAA regulations, patient encounters, and the preparation, compliance, and transmission of claims. Students are introduced to the history, current state and future direction of the major diagnostic and procedural coding systems.

HCR 230 ................................................................................... 3 credits

Claims Preparation II: Footing the Bills

This course continues medical records processing instruction. Topics focus on the background, knowledge and skills related to private payers, Medicare, Medicaid, Tricare, Champa and disability. Claims processing includes payments, appeals, and secondary claims; patient billing and collections; and hospital billing and reimbursement.

COM 150 .................................................................................. 3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting
This course presents traditional concepts in college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 220 ...................................................................................3 credits

College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 220 ...................................................................................3 credits

COM 220 .................................................................................3 credits

Research Writing
Students focus on gathering research, evaluating and documenting guidelines.

HCR 240 ...................................................................................3 credits

Computerizing Med Data: Paper Chase Goes Techno
This medical records capstone course enables students to develop career skills in computerizing data through application of a software program widely used in health care. While popular for medical billing and collections, MedisoftTM also applies to managing patients’ health care information, scheduling, correspondence, and a variety of reports. This course requires a PC with Windows 2000 or Windows XP operating system.

MAT 219 ...................................................................................3 credits

Introduction to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 220 ...................................................................................3 credits

Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 ...................................................................................3 credits

Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 135 ...................................................................................3 credits

The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

ETH 125 ...................................................................................3 credits

Cultural Diversity
This course is designed to educate students about issues of race and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

CRT 205 ...................................................................................3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ...................................................................................3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Health Care Administration/Electronic Health Records (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Health Care Administration/Electronic Health Records (AAHCA/EHR) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Health Care Administration with emphasis in Electronic Health Records lays a foundation for further study of the health care industry at the undergraduate level. Courses focus on the introduction of health care delivery, medical terminology, health care information systems fundamentals, data management, and health care ethics and compliance. Students will
also use electronic health record-keeping software that synthesizes a variety of records processes common in health care facilities. The concepts learned in this program align to national electronic health record specialist certification exam content.

For students residing in Arkansas: For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahca-ar.

For students residing in Minnesota: For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahca-mn.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Note: This is not a nursing program nor will the courses included in this program fully prepare a student to enter a nursing program.

Concentration in Health Care Administration/Electronic Health Records - Track A and B

HCA 210 ~ Introduction to Health Care: Riding the Fourth Wave 3 credits
HCA 220 ~ The Language of Health Care 3 credits
HCA 240 ~ Health & Diseases: Understanding Pathos of Pathology 3 credits
HCIS 255 ~ Medical Health Information 3 credits
HCIS 265 ~ Structure and Design of Electronic Health Records 3 credits

Medical Health Information

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAHCA/EHR

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAHCA/EHR for Arkansas Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits
(A Track must include: SCI 162)
Must include: BIO 100 and CHM 109
The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.
Must include: HCIS 275. Students must complete all concentration courses before enrolling in HCIS 275. HCIS 275 will satisfy three (3) credits of the Arkansas science requirement.

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Must include: HIS 135
HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Students who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

General Education Requirements for the AAHCA/EHR for Minnesota Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.

Science & Technology Requirement 9 credits
(A Track must include: SCI 162)
Must include: HCIS 275. Students must complete all concentration courses before enrolling in HCIS 275.

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general
education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for the AAHCA/EHR

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AAHCA/EHR

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other General Education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.

- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.

- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AAHCA/EHR

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Course Descriptions for the AAHCA/EHR

HCA 210 ................................................................. 3 credits
Introduction to Health Care: Riding the Fourth Wave
This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.
HCA 220 ................................................................. 3 credits
The Language of Health Care
This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.
HCA 240 ................................................................. 3 credits
Health & Diseases: Understanding Pathos of Pathology
This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.
HCIS 255 ................................................................. 3 credits
Structure and Design of Electronic Health Records
Students will learn about the evolving function and use of technology to support the documentation of vital health information contained in a patient’s medical history. This course will introduce students to the general software applications, insurance and coding information, and regulatory compliance requirements.
HCIS 265 ................................................................. 3 credits
Medical Health Information
This course focuses on the documentation of medical data and how managing data can be vital to the treatment and care of individuals in the health care system. Students will examine development, forms, routing, filing, and storage of patient’s records in a variety of health care settings. Students will also review issues related to quality and data management, as well as privacy and security compliance.
COM 150 ................................................................. 3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.
COM 220 ................................................................. 3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly
confused words, modifiers, parallel structure, and sentence variety.

**MAT 219 ................................................................. 3 credits**

**Introduction to College Algebra**

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

**MAT 220 ................................................................. 3 credits**

**College Algebra**

This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

**BIO 100 ................................................................. 4 credits**

**Introduction to Life Science with Lab**

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

**CHM 109 ................................................................. 3 credits**

**Introductory Chemistry**

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

**HCIS 275 ................................................................. 3 credits**

**Practical Application of Electronic Health Records**

Students in the capstone course will use case studies and an electronic health record (EHR) software application to develop foundational skills related to data charting, usage, and application.

**HIS 135 ................................................................. 3 credits**

**The American Experience Since 1945**

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

**ETH 125 ................................................................. 3 credits**

**Cultural Diversity**

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

**CRT 205 ................................................................. 3 credits**

**Critical Thinking**

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

**GEN 105 ................................................................. 3 credits**

**Skills for Learning in an Information Age**

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**The Bachelor of Science in Health Administration (Maryland-Online)**

The Bachelor of Science in Health Administration (BSHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that provides the graduate with the foundational knowledge needed to enter today's challenging health industry. The BSHA curriculum focuses on the basic body of knowledge, understanding, and skills identified as relevant to an ever-expanding and diverse health care arena.

Coursework includes content in some of the following areas—management, finance, legal and ethical parameters, human resources, and information systems. Upon completion of the core curriculum healthcare students have the opportunity to select an emphasis that is designed to expand their professional opportunities.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**BSHA Foundation Courses**

**GEN 200 ................................................................. 3 credits**

**Foundations for General Education and Professional Success**

**HCS 212 ~ ................................................................. 3 credits**

**Health Care Vocabulary**

**HCS 235 ~ ................................................................. 3 credits**
Health Care Delivery in the United States
HCS 245 ~ ............................................................ 3 credits

Introduction to Health and Disease

BSHA Required Course of Study
HCS 320 ~ ............................................................ 3 credits
Health Care Communication Strategies
HCS 325 ~ ............................................................ 3 credits
Health Care Management
HCS 335 ~ ............................................................ 3 credits
Health Care Ethics and Social Responsibility
HCS 341 ~ ............................................................ 3 credits
Human Resources in Health Care
HCS 483 ~ ............................................................ 3 credits
Health Care Information Systems
HCS 490 ~ ............................................................ 3 credits
Health Care Consumer - Trends and Marketing
HCS 405 ~ ............................................................ 3 credits
Health Care Financial Accounting
HCS 440 ~ ............................................................ 3 credits
Economics: The Financing of Health Care
HCS 465 ~ ............................................................ 3 credits
Health Care Research Utilization
HCS 451 ~ ............................................................ 3 credits
Health Care Quality Management and Outcome Analysis
Students must select one emphasis in a particular area of study at the time of enrollment.
Students may complete an additional emphasis. Please contact your academic representative for more information.

Emphasis in Health Management
This emphasis is designed to expand the students' health care management focus. Courses will include content in leadership theory, the legal and regulatory aspects in health care, facility planning, community health as well as an introduction to health care policy.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-hm.

HCS 457 ~ ............................................................ 3 credits
Health Care Communication Strategies

Emphasis in Emergency Management
This emphasis is designed for EMTs, First Responders, Firefighters, or any other emergency personnel that want to expand their knowledge and skills related to emergency management. Focus will be on principles of emergency management, managing emergency response operations, and planning and preparedness of emergency situations.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-em.

EMC 310 ~ ............................................................ 3 credits
Principles of Emergency Management
EMC 330 ~ ............................................................ 3 credits
Political and Policy Issues for Emergency Management
EMC 340 ~ ............................................................ 3 credits
Emergency Services and the Community
EMC 350 ~ ............................................................ 3 credits
Managing Emergency Response Operations
EMC 320 ~ ............................................................ 3 credits
Emergency Preparedness and Planning
HCS 449 ~ ............................................................ 3 credits
Health Administration Capstone

Emphasis in Long Term Care
This emphasis is designed to increase skills that are essential when working with various populations requiring long-term care. Courses will focus on aging, legal issues and perspective, gerontology programs and services, as well as alternative living environments for this population.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-ltc.

HCS 433 ~ ............................................................ 3 credits
Dimensions of Health and the Older Adult
LTC 310 ~ ............................................................ 3 credits
Social and Community Related Programs and Services
HCS 437 ~ ............................................................ 3 credits
Long-term Care Administration
LTC 315 ~ ............................................................ 3 credits
Alternative Living Environments
LTC 328 ~ ............................................................ 3 credits
Legal Perspectives in Aging
HCS 449 ~ ............................................................ 3 credits
Health Administration Capstone

Emphasis in Health Information Systems
This emphasis is designed for individuals that want to work with information technology in health care. Focus is on database concepts as well as information network and system design.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-his.

HCIS 410 ~ ............................................................ 3 credits
Project Planning and Implementation in Health Care
DBM 381 ~ ............................................................ 3 credits
Database Concepts
NTC 361 ~ ............................................................ 3 credits
Applicants must be currently employed or have access to a work environment. High school graduation from an institution that holds state or national accreditation is required. Additional Admission Requirements BSHA

Degree Requirements for the BSHA

Must include at least 3 credits in the physical or biological sciences

Systems Analysis and Design
HCIS 420 ~ ................................................................. 3 credits
Information Systems Risk Management in Health Care
HCS 449 ~ ................................................................. 3 credits
Health Administration Capstone

The University reserves the right to modify the required course of study as necessary.

Additional Admission Requirements BSHA

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.
- Applicants to the Emergency Management emphasis (BSHA/EM) must be currently employed or have prior employment experience in an Emergency Management position such as Emergency Medical Technician (EMT), First Responder, firefighter, or other emergency personnel.

Degree Requirements for the BSHA

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 48 upper division credits
  - A minimum of 54 credits of the 120 must be in the general education areas approved by the University.
  - Oregon students must fulfill the Additional Liberal Arts area with three (3) credits in the physical or biological sciences.
  - A minimum program grade point average (GPA) of 2.0.
  - Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.
  - Students will declare an emphasis at the time of enrollment.
  - Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Bachelor of Science in Health Administration

General Education Requirements for the BSHA

All students must complete a minimum of 54 credits in the following areas as a part of their minimum 120 credit degree requirement.

Communication Arts Requirement(s): 6 credits
Mathematics Requirement(s): 6 credits
Science & Technology Requirement(s): 6 credits

Must include at least 3 credits in the physical or biological sciences

Humanities Requirement(s): 6 credits
Social Science Requirement(s): 6 credits
Additional Liberal Arts Requirement(s): 6 credits
Interdisciplinary Requirement(s): 18 credits

Students who lack 67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the BSHA

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence.

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSHA

Students in this program may waive a maximum of eighteen (18) upper division credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive with or without credit coursework in the required course of study).

Students may also waive nine (9) lower division credits from the required course of study.
The following courses in the required course of study may not be waived: GEN 200, HCS 449

**Course Descriptions for the BSHA**

**GEN 200 ....................................................................................3 credits**

**Foundations for General Education and Professional Success**

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

HCS 212 ....................................................................................3 credits

**Health Care Vocabulary**

This course provides students with a foundational set of basic health care vocabulary that relates to a variety of health care work settings. Students will review terms and concepts related to the structure and professions within the health care delivery systems. In addition, students will also explore terminology related to body systems and common diseases and treatments associated with these systems.

HCS 235 ....................................................................................3 credits

**Health Care Delivery in the United States**

This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

HCS 245 ....................................................................................3 credits

**Introduction to Health and Disease**

This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.

HCS 320 ....................................................................................3 credits

**Health Care Communication Strategies**

This course offers students the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. Students will review basic medical terminology, discuss the influences of gender and culture, examine channels of communication including the development of interpersonal and technology related communication, and the impact of consumer and interdisciplinary communication.

HCS 325 ....................................................................................3 credits

**Health Care Management**

The course explores fundamental concepts of management theory as applied to healthcare. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.

HCS 335 ....................................................................................3 credits

**Health Care Ethics and Social Responsibility**

This course identifies ethical issues in health care. It is designed to encourage students to clarify their personal ethic with regard to health care issues. The various responsibilities involving the management of populations whose ethics may be divergent are identified.

HCS 341 ....................................................................................3 credits

**Human Resources in Health Care**

This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.

HCS 483 ....................................................................................3 credits

**Health Care Information Systems**

The course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.

HCS 490 ....................................................................................3 credits

**Health Care Consumer - Trends and Marketing**

In this course students will have the opportunity to examine the traits, trends and needs of today’s health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services and differentiation of health care web sources.

HCS 405 ....................................................................................3 credits

**Health Care Financial Accounting**

This course provides an understanding of the general principles of accounting applied in the health care environment. It includes an overview of sources of revenue for various health care entities. The fundamentals of financial planning, cost concepts, capital budgeting, and management analysis are applied in the health care environment. Issues surrounding the development and management of budgets are also examined.

HCS 440 ....................................................................................3 credits

**Economics: The Financing of Health Care**

This course provides an overview of the economics of health care. The various payers are examined, including private, state, and federal entities. Issues such as the cost effectiveness of prevention, the management of patients and their diseases, as well as the cost of treatment settings are discussed. Third-party reimbursement from various sources, ranging from for-profit insurance carriers to charitable donations, are reviewed. The health care system’s use of grant funding and research dollars is described.

HCS 465 ....................................................................................3 credits

**Health Care Research Utilization**

This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition students will analyze the key elements of evidence based research within health care.
HCS 451 ............................................................ 3 credits  
**Health Care Quality Management and Outcomes Analysis**
This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.

COMM 215 ............................................................ 3 credits  
**Essentials of College Writing**
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 101 ............................................................ 3 credits  
**Skills for Lifelong Learning**
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ............................................................ 3 credits  
**Skills for Professional Development**
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

MTH 220 ............................................................ 3 credits  
**College Algebra**
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

CHM 110 ............................................................ 3 credits  
**Introductory Chemistry**
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 ............................................................ 3 credits  
**Fundamentals of Physics**
This course is designed to introduce physics at an entry level by examining the principal laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 ............................................................ 3 credits  
**The American Experience Since 1945**
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ............................................................ 3 credits  
**State and Local Political Processes**
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

**Course Descriptions for the Emphasis in Health Management**

HCS 457 ............................................................ 3 credits  
**Public and Community Health**
This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.

HCS 430 ............................................................ 3 credits  
**Legal Issues in Health Care: Regulation and Compliance**
This course covers the broad range of topics affected by health law and regulation, ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well their impact on the operation of health care as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 475 ............................................................ 3 credits  
**Leadership and Performance Development**
This course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.
Healthcare Policy: The Past and the Future
This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.

EMC 320 ................................................................. 3 credits

Emergency Preparedness and Planning
This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.

HCS 449 ................................................................. 3 credits

Health Administration Capstone
Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

HCS 446 ................................................................. 3 credits

Course Descriptions for the Emphasis in Emergency Management

EMC 310 ................................................................. 3 credits

Principles of Emergency Management
This course will explore the history and evolution of emergency management as well as roles of local, state, regional and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.

EMC 330 ................................................................. 3 credits

Political and Policy issues for Emergency Management
This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.

EMC 340 ................................................................. 3 credits

Emergency Services and the Community
This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparedness programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.

EMC 350 ................................................................. 3 credits

Managing Emergency Response Operations
This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.

HCS 437 ................................................................. 3 credits

Dimensions of Health and the Older Adult
Basic principles and concepts of the aging process; includes the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the aging are also explored.

LTC 310 ................................................................. 3 credits

Social and Community Related Programs and Services
This course provides an overview of programs and policies related to our rapidly expanding aging population. Services designed to enable the older adult to support their health and economic well being as well as support for their families will be examined. Issues and trends related to areas such as social and community services, economic issues, and attention to the growing needs of the aging population with special needs will be included.

HCS 437 ................................................................. 3 credits

Long-term Care Administration
This course examines the organization and management of long-term care and assisted living facilities. The impacts of state and federal regulation are analyzed, as well as issues surrounding funding services are discussed. Students will examine the health services needed for current and future populations needing long term care.

LTC 315 ................................................................. 3 credits

Alternative Living Environments
This course focuses on the various formats of care and living environments for the older adult. The cultural and socioeconomic demographics of our current aging population provide different expectations and needs from previous generations. With the changing needs of this population and their families, students will focus on understanding the multidisciplinary continuum of factors to be considered when determining the living and care options available.

LTC 328 ................................................................. 3 credits

Legal Perspectives in Aging
This course will look at the diverse legal issues related to today’s older adult. Topics will include age discrimination, advocacy and autonomy, elder and fraud abuse, major life transitions, and end of life decision making.
The Bachelor of Science in Health Administration

The following Bachelor of Science in Health Administration (BSHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that provides the graduate with the foundational knowledge needed to enter today’s challenging health industry. The BSHA curriculum focuses on the basic body of knowledge, understanding, and skills identified as relevant to an ever-expanding and diverse health care arena. Coursework includes content in some of the following areas: management, finance, legal and ethical parameters, human resources, and information systems. Upon completion of the core curriculum, healthcare students have the opportunity to select a concentration that is designed to expand their professional opportunities.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

BSHA Foundation Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEN 200</td>
<td>Foundations for General Education and Professional Success</td>
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BSHA Required Course of Study

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<td>Health Care Communication Strategies</td>
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Health Care Research Utilization
HCS 451 ~ .................................................................3 credits
Health Care Quality Management and Outcome Analysis
Students must select one concentration in a particular area of study
at the time of enrollment.
Students may complete an additional concentration. Please contact
your academic representative for more information.

Concentration in Health Management
For more information about our graduation rates, the median debt
of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/
programs/bsha-hm.
HCS 457 ~ .................................................................................3 credits
Public and Community Health
HCS 430 ~ .................................................................................3 credits
Legal Issues in Health Care: Regulation and Compliance
HCS 475 ~ .................................................................................3 credits
Leadership and Performance Development
HCS 455 ~ .................................................................................3 credits
Health Care Policy: The Past and the Future
HCS 446 ~ .................................................................................3 credits
Facility Planning
HCS 449 ~ .................................................................................3 credits
Health Administration Capstone

Concentration in Emergency Management
This concentration is designed for EMTs, First Responders,
Firefighters, or any other emergency personnel that want to expand
their knowledge and skills related to emergency management.
Focus will be on principles of emergency management, managing
emergency response operations, and planning and preparedness of
emergency situations.
For more information about our graduation rates, the median debt
of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/
programs/bsha-em.
EMC 310 ~ .................................................................................3 credits
Principles of Emergency Management
EMC 330 ~ .................................................................................3 credits
Political and Policy Issues for Emergency Management
EMC 340 ~ .................................................................................3 credits
Emergency Services and the Community
EMC 350 ~ .................................................................................3 credits
Managing Emergency Response Operations
EMC 320 ~ .................................................................................3 credits
Emergency Preparedness and Planning
HCS 449 ~ .................................................................................3 credits
Health Administration Capstone

Concentration in Long Term Care
This concentration is designed to increase skills that are essential
when working with various populations requiring long-term care.
Courses will focus on aging, legal issues and perspectives,
gerontology programs and services, as well as alternative living
environments for this population.

For more information about our graduation rates, the median debt
of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/
programs/bsha-ltc.
HCS 433 ~ .................................................................................3 credits
Dimensions of Health and the Older Adult
LTC 310 ~ .................................................................................3 credits
Social and Community Related Programs and Services
HCS 437 ~ .................................................................................3 credits
Long-term Care Administration
LTC 315 ~ .................................................................................3 credits
Alternative Living Environments
LTC 328 ~ .................................................................................3 credits
Legal Perspectives in Aging
HCS 449 ~ .................................................................................3 credits
Health Administration Capstone

Concentration in Health Information Systems
This concentration is designed for individuals that want to work
with information technology in health care. Focus is on database
concepts as well as information network and system design.
For more information about our graduation rates, the median debt
of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/
programs/bsha-his.
HCIS 410 ~ .................................................................................3 credits
Project Planning and Implementation in Health Care
DBM 381 ~ .................................................................................3 credits
Database Concepts
NTC 361 ~ .................................................................................3 credits
Network and Telecommunications Concepts
BSA 376 ~ .................................................................................3 credits
Systems Analysis and Design
HCIS 420 ~ .................................................................................3 credits
Information Systems Risk Management in Health Care
HCS 449 ~ .................................................................................3 credits
Health Administration Capstone
The University reserves the right to modify the required course of
study as necessary.

Additional Admission Requirements BSHA

• High school graduation from an institution that holds state
  approval to confer high school diplomas or are accredited or a
  candidate for accreditation at the time the student attended by
  an acceptable accrediting body, GED certificate or CHSPE
  (California High School Proficiency Examination) certificate.
  • Tennessee: Students residing in Tennessee who are attending
    classes via the Online modality and students attending a
    local campus in Tennessee, including from any cross-border
    locations, must provide the university with an official High
    School transcript or official GED score (if applicable). A
    college transcript which documents high school date of
    completion or a copy of a DD-214 showing high school
    graduation or equivalency may be submitted to satisfy this
    requirement.
• Applicants must be currently employed or have access to a work
  environment.
• Applicants to the Emergency Management concentration (BSHA/EM) must be currently employed or have prior employment experience in an Emergency Management position such as Emergency Medical Technician (EMT), First Responder, firefighter, or other emergency personnel.

**Degree Requirements for the BSHA**

• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 48 upper division credits
  • A minimum of 54 credits of the 120 must be in the general education areas approved by the University.
  • A minimum program grade point average (GPA) of 2.0.
  • Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.
  • Students will declare a concentration at the time of enrollment.
  • Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
    Bachelor of Science in Health Administration

**General Education Requirements for the BSHA**

All students must complete a minimum of 54 credits in the following areas as a part of their minimum 120 credit degree requirement.

- Communication Arts Requirement(s): 6 credits
- Mathematics Requirement(s): 6 credits
- Science & Technology Requirement(s): 6 credits
- Must include at least 3 credits in the physical or biological sciences
- Humanities Requirement(s): 6 credits
- Social Science Requirement(s): 6 credits
- Additional Liberal Arts Requirement(s): 6 credits
- Interdisciplinary Requirement(s): 18 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**General Education Requirements for the BSHA for Arkansas Students**

All students must complete a minimum of 54 credits in the following areas as a part of their minimum 120 credit degree requirement.

- Communication Arts Requirement(s): 6 credits
- Mathematics Requirement(s): 6 credits
- Must include MTH 220
- Science & Technology Requirement(s): 9 credits
  - Must include CHM 110 and PHY 101 or equivalent transfer coursework with a lab component.
- Humanities Requirement(s): 9 credits
- Social Science Requirement(s): 9 credits
  - Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content.
- Additional Liberal Arts Requirement(s): 6 credits
- Interdisciplinary Requirement(s): 9 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

**Academic Progression Requirements for the BSHA**

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

**Additional Residency Requirements and Course Waivers for the BSHA**

Students in this program may waive a maximum of eighteen (18) upper division credits from their required course of study on the basis of regionally or approved nationally accredited transferable
coursework (national testing program credit, prior learning credit, and military credit may not be used to waive with or without credit coursework in the required course of study).

Students may also waive nine (9) lower division credits from the required course of study.

The following courses in the required course of study may not be waived: GEN 200, HCS 449

Course Descriptions for the BSHA

GEN 200 .................................................................................... 3 credits

Foundations for General Education and Professional Success

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

HCS 212 .................................................................................... 3 credits

Health Care Vocabulary

This course provides students with a foundational set of basic health care vocabulary that relates to a variety of health care work settings. Students will review terms and concepts related to the structure and professions within the health care delivery systems. In addition, students will also explore terminology related to body systems and common diseases and treatments associated with these systems.

HCS 235 .................................................................................... 3 credits

Health Care Delivery in the United States

This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

HCS 245 .................................................................................... 3 credits

Introduction to Health and Disease

This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.

HCS 320 .................................................................................... 3 credits

Health Care Communication Strategies

This course offers students the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. Students will review basic medical terminology, discuss the influences of gender and culture, examine channels of communication including the development of interpersonal and technology related communication, and the impact of consumer and interdisciplinary communication.

HCS 325 .................................................................................... 3 credits

Health Care Management

The course explores fundamental concepts of management theory as applied to healthcare. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.

HCS 335 .................................................................................... 3 credits

Health Care Ethics and Social Responsibility

This course identifies ethical issues in health care. It is designed to encourage students to clarify their personal ethic with regard to health care issues. The various responsibilities involving the management of populations whose ethics may be divergent are identified.

HCS 341 .................................................................................... 3 credits

Human Resources in Health Care

This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.

HCS 483 .................................................................................... 3 credits

Health Care Information Systems

The course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.

HCS 490 .................................................................................... 3 credits

Health Care Consumer - Trends and Marketing

In this course students will have the opportunity to examine the traits, trends and needs of today’s health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services and differentiation of health care web sources.

HCS 405 .................................................................................... 3 credits

Health Care Financial Accounting

This course provides an understanding of the general principles of accounting applied in the health care environment. It includes an overview of sources of revenue for various health care entities. The fundamentals of financial planning, cost concepts, capital budgeting, and management analysis are applied in the health care environment. Issues surrounding the development and management of budgets are also examined.

HCS 440 .................................................................................... 3 credits

Economics: The Financing of Health Care

This course provides an overview of the economics of health care. The various payers are examined, including private, state, and federal entities. Issues such as the cost effectiveness of prevention, the management of patients and their diseases, as well as the cost of treatment settings are discussed. Third-party reimbursement from various sources, ranging from for-profit insurance carriers to charitable donations, are reviewed. The health care system’s use of grant funding and research dollars is described.

HCS 465 .................................................................................... 3 credits
Health Care Research Utilization
This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition, students will analyze the key elements of evidence based research within health care.

HCS 451 ................................................................................... 3 credits

Health Care Quality Management and Outcomes Analysis
This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.

COMM 215 ................................................................................... 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 101 ................................................................................... 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ................................................................................... 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

MTH 220 ................................................................................... 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

CHM 110 ................................................................................... 3 credits

Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 ................................................................................... 3 credits

Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 ................................................................................... 3 credits

The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ................................................................................... 3 credits

State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

Course Descriptions for the Concentration in Health Management
HCS 457 ................................................................................... 3 credits

Public and Community Health
This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.

HCS 430 ................................................................................... 3 credits

Legal Issues in Health Care: Regulation and Compliance
This course covers the broad range of topics affected by health law and regulation, ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well their impact on the operation of health care as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 475 ................................................................................... 3 credits
Leadership and Performance Development
This course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.
HCS 455 ................................................................. 3 credits

Healthcare Policy: The Past and the Future
This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.
HCS 446 ................................................................. 3 credits

Facility Planning
This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss future health care consumer utilization trends, and as well as examine the regulatory compliance requirements.
HCS 449 ................................................................. 3 credits

Health Administration Capstone
Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

Course Descriptions for the Concentration in Long Term Care

EMC 310 ................................................................. 3 credits
Principles of Emergency Management
This course will explore the history and evolution of emergency management as well as roles of local, state, regional and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.
EMC 330 ................................................................. 3 credits

Political and Policy issues for Emergency Management
This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.
EMC 340 ................................................................. 3 credits

Emergency Services and the Community
This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.
EMC 350 ................................................................. 3 credits

Managing Emergency Response Operations
This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.
EMC 320 ................................................................. 3 credits

Emergency Preparedness and Planning
This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.
HCS 449 ................................................................. 3 credits

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EMC 350 ................................................................. 3 credits

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This course will explore the history and evolution of emergency management as well as roles of local, state, regional and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.
EMC 330 ................................................................. 3 credits

Political and Policy issues for Emergency Management
This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.
EMC 340 ................................................................. 3 credits

Emergency Services and the Community
This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.
EMC 350 ................................................................. 3 credits

Managing Emergency Response Operations
This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.
EMC 320 ................................................................. 3 credits

Emergency Preparedness and Planning
This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.
HCS 449 ................................................................. 3 credits

Health Administration Capstone
Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

Course Descriptions for the Concentration in Long Term Care

EMC 310 ................................................................. 3 credits
Principles of Emergency Management
This course will explore the history and evolution of emergency management as well as roles of local, state, regional and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.
EMC 330 ................................................................. 3 credits

Political and Policy issues for Emergency Management
This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.
EMC 340 ................................................................. 3 credits

Emergency Services and the Community
This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.
to be considered when determining the living and care options available.

LTC 328 ................................................................. 3 credits

Legal Perspectives in Aging
This course will look at the diverse legal issues related to today’s older adult. Topics will include age discrimination, advocacy and autonomy, elder and fraud abuse, major life transitions, and end of life decision making.

HCS 449 ................................................................. 3 credits

Health Administration Capstone
Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

Course Descriptions for the Concentration in Health Information Systems

HCIS 410 ................................................................. 3 credits

Project Planning and Implementation in Health Care
This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student’s skills in project management. Topics covered include project scope, estimating, budgeting, scheduling, tracking and controlling.

DBM 381 ................................................................. 3 credits

Database Concepts
This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.

NTC 361 ................................................................. 3 credits

Network and Telecommunications Concepts
This course provides an overview of telecommunication systems in a business environment. Topics covered include voice communications, standards, transmission, networks, and internetworking.

BSA 376 ................................................................. 3 credits

Systems Analysis and Design
This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

HCIS 420 ................................................................. 3 credits

Information Systems Risk Management in Health Care
This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.

HCS 449 ................................................................. 3 credits

Health Administration Capstone
Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

The Bachelor of Science in Health Administration (Certificate Track)

The following Bachelor of Science in Health Administration (Certificate Track) (BSHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that provides the graduate with the foundational knowledge needed to enter today’s challenging health industry. The BSHA curriculum focuses on the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care arena.

Coursework includes content in some of the following areas: management, finance, legal and ethical parameters, human resources, and information systems. Upon completion of the core curriculum healthcare students have the opportunity to select a concentration that is designed to expand their professional opportunities.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

BSHA Foundation Courses (Certificate Track)

GEN 200 (For A Track only) ........................................... 3 credits
Foundations for General Education and Professional Success

GEN 195 (For B Track only) ........................................... 3 credits
Foundations of University Studies

HCS 212 ~ ................................................................. 3 credits
Health Care Vocabulary

HCS 235 ~ ................................................................. 3 credits
Health Care Delivery in the United States

HCS 245 ~ ................................................................. 3 credits
Introduction to Health and Disease

BSHA Required Course of Study (Certificate Track)

HCS 330 ~ ................................................................. 3 credits
Health Care Communication Strategies

HCS 325 ~ ................................................................. 3 credits
Health Care Management

HCS 335 ~ ................................................................. 3 credits
Health Care Ethics and Social Responsibility  
HCS 341 ~ ................................................................. 3 credits

Human Resources in Health Care  
HCS 483 ~ ................................................................. 3 credits

Health Care Information Systems  
HCS 490 ~ ................................................................. 3 credits

Health Care Consumer - Trends and Marketing  
HCS 405 ~ ................................................................. 3 credits

Health Care Financial Accounting  
HCS 440 ~ ................................................................. 3 credits

Economics: The Financing of Health Care  
HCS 465 ~ ................................................................. 3 credits

Health Care Research Utilization  
HCS 451 ~ ................................................................. 3 credits

Health Care Quality Management and Outcome Analysis  
Students must select one concentration in a particular area of study at the time of enrollment. Students may complete an additional concentration. Please contact your academic representative for more information.

Concentration in Health Management (Certificate Track)  
This concentration is designed to expand the students’ health care management focus. Courses will include content in leadership theory, the legal and regulatory aspects in health care, facility planning, community health as well as an introduction to health care policy.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-hm.

HCS 457 ~ ................................................................. 3 credits

Public and Community Health  
HCS 430 ~ ................................................................. 3 credits

Legal Issues in Health Care: Regulation and Compliance  
HCS 475 ~ ................................................................. 3 credits

Leadership and Performance Development  
HCS 455 ~ ................................................................. 3 credits

Health Care Policy: The Past and the Future  
HCS 446 ~ ................................................................. 3 credits

Facility Planning  
HCS 449 ~ ................................................................. 3 credits

Health Administration Capstone

Concentration in Long Term Care (Certificate Track)  
This concentration is designed to increase skills that are essential when working with various populations requiring long-term care. Courses will focus on aging, legal issues and perspective, gerontology programs and services, as well as alternative living environments for this population.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-ltc.

HCS 433 ~ ................................................................. 3 credits

Dimensions of Health and the Older Adult  
LTC 310 ~ ................................................................. 3 credits

Social and Community Related Programs and Services  
HCS 437 ~ ................................................................. 3 credits

Long-term Care Administration  
LTC 315 ~ ................................................................. 3 credits

Alternative Living Environments  
LTC 328 ~ ................................................................. 3 credits

Legal Perspectives in Aging  
HCS 449 ~ ................................................................. 3 credits

Health Administration Capstone

The University reserves the right to modify the required course of study as necessary.

General Information for the BSHA (Certificate Track)  
The Certificate Track bachelors programs are designed to be an option for students to earn a certificate en-route to earning the bachelors degree. Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration/emphasis in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the bachelors program.

Additional Admission Requirements for the BSHA (Certificate Track)  
All applicants are expected to meet the following admissions requirements:

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by the following:

- University of Phoenix coursework
- ACE evaluated Military credits
- National Testing Programs
- Regionally or nationally accredited coursework (C- or higher grade)
- University of Phoenix Prior Learning Assessment

Applicants to the Emergency Management concentration must be currently employed or have access to a work environment. 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. Applicants to the Emergency Management concentration (BSHA/EMC) must be currently employed in or have prior employment experience in an Emergency Management position such as Emergency Medical Technician (EMT), First Responder, firefighter, or other emergency personnel.

**Degree Requirements for the BSHA (Certificate Track)**

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 48 upper division credits.
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.
- Students may earn a certificate in the same area of focus as the concentration en route to completing the bachelor degree. Students may apply for certificate conferral upon successful completion of both the 18 credits required for the certificate and the certificate programmatic requirements outlined in the certificate program policy.
- Students must successfully complete the following programmatic requirements for certificate conferral:
  - Health Management Certificate (HM) - 18 credits: GEN 200, HCS 235
  - Emergency Management Certificate (EMC) - 18 credits: EMC 310, EMC 320, EMC 330, EMC 340, EMC 350
  - Long Term Care Certificate (LTC) - 18 credits: GEN 200, LTC 310, LTC 315
  - Additional Residency Requirements and Course Waivers for the BSHA
  - Students in this program may waive a maximum of eighteen (18) upper division credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive with or without credit coursework in the required course of study).
  - The following courses in the Required Course of Study may not be waived: GEN 195, GEN 200, HCS 449

**General Education Requirements for the BSHA (Certificate Track)**

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by the following:
  - University of Phoenix coursework
  - University of Phoenix coursework
B Track must include: SCI 163
Must include at least 3 credits in the physical or biological sciences
Humanities Requirement(s): 6 credits
B Track must include: HUM 114
Social Science Requirement(s): 6 credits
B Track must include: PSY 211
Additional Liberal Arts Requirement(s): 6 credits
Interdisciplinary Requirement(s): 18 credits
B Track must include: FP 120

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Course Descriptions for the BSHA (Certificate Track)

**GEN 200** .......................................................... 3 credits
**Foundations for General Education and Professional Success**
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

**GEN 195** .......................................................... 3 credits

**Foundations of University Studies**
The essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at the University of Phoenix are introduced in this course. The course develops and applies practical knowledge and skills immediately relevant to first-year university students. Course topics include goal setting and working with personal motivation, understanding and using University resources, developing efficient study habits, making the most of personal learning styles, and how best to manage time and reduce personal stress levels.

**HCS 212** .......................................................... 3 credits

**Health Care Vocabulary**
This course provides students with a foundational set of basic health care vocabulary that relates to a variety of health care work settings. Students will review terms and concepts related to the structure and professions within the health care delivery systems. In addition, students will also explore terminology related to body systems and common diseases and treatments associated with these systems.

**HCS 235** .......................................................... 3 credits

**Health Care Delivery in the United States**
This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

**HCS 245** .......................................................... 3 credits

**Introduction to Health and Disease**
This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.

**HCS 320** .......................................................... 3 credits

**Health Care Communication Strategies**
This course offers students the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. Students will review basic medical terminology, discuss the influences of gender and culture, examine channels of communication including the development of interpersonal and technology related communication, and the impact of consumer and interdisciplinary communication.

**HCS 325** .......................................................... 3 credits

**Health Care Management**
The course explores fundamental concepts of management theory as applied to healthcare. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.

**HCS 333** .......................................................... 3 credits

**Health Care Ethics and Social Responsibility**
This course identifies ethical issues in health care. It is designed to encourage students to clarify their personal ethic with regard to health care issues. The various responsibilities involving the management of populations whose ethics may be divergent are identified.

**HCS 341** .......................................................... 3 credits

**Human Resources in Health Care**
This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.

**HCS 483** .......................................................... 3 credits

**Health Care Information Systems**
The course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.

**HCS 490** .......................................................... 3 credits

**Health Care Consumer - Trends and Marketing**
In this course students will have the opportunity to examine the traits, trends and needs of today’s health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services and differentiation of health care web sources.
HCS 405 ................................................................................... 3 credits
Health Care Financial Accounting
This course provides an understanding of the general principles of accounting applied in the health care environment. It includes an overview of sources of revenue for various health care entities. The fundamentals of financial planning, cost concepts, capital budgeting, and management analysis are applied in the health care environment. Issues surrounding the development and management of budgets are also examined.
HCS 440 ................................................................. 3 credits
Economics: The Financing of Health Care
This course provides an overview of the economics of health care. The various payers are examined, including private, state, and federal entities. Issues such as the cost effectiveness of prevention, the management of patients and their diseases, as well as the cost of treatment settings are discussed. Third-party reimbursement from various sources, ranging from for-profit insurance carriers to charitable donations, are reviewed. The health care system's use of grant funding and research dollars is described.
HCS 465 ................................................................. 3 credits
Health Care Research Utilization
This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition students will analyze the key elements of evidence based research within health care.
HCS 451 ................................................................. 3 credits
Health Care Quality Management and Outcomes Analysis
This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.
COMM 215 ............................................................ 3 credits
Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.
GEN 101 ................................................................. 3 credits
Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.
GEN 300 ................................................................. 3 credits
Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.
Course Descriptions for the Concentration in Health Management (Certificate Track)
HCS 457 ................................................................. 3 credits
Public and Community Health
This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.
HCS 430 ................................................................. 3 credits
Legal Issues in Health Care: Regulation and Compliance
This course covers the broad range of topics affected by health law and regulation, ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well their impact on the operation of health care as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.
HCS 475 ................................................................. 3 credits
Leadership and Performance Development
This course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.
HCS 455 ................................................................. 3 credits
Healthcare Policy: The Past and the Future
This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.
HCS 446 ................................................................. 3 credits
Facility Planning
This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss future health care consumer utilization trends, and as well as examine the regulatory compliance requirements.
HCS 449 ................................................................. 3 credits
Health Administration Capstone
Students in this course summarize their learning and formulate
strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

Course Descriptions for the Concentration in Emergency Management (Certificate Track)

EMC 310 .................................................................3 credits

Principles of Emergency Management
This course will explore the history and evolution of emergency management as well as roles of local, state, regional and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.

EMC 330 .................................................................3 credits

Political and Policy issues for Emergency Management
This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of local, state, and federal policies that are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.

EMC 340 .................................................................3 credits

Emergency Services and the Community
This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.

EMC 350 .................................................................3 credits

Managing Emergency Response Operations
This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.

EMC 320 .................................................................3 credits

Emergency Preparedness and Planning
This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.

HCS 433 .................................................................3 credits

Dimensions of Health and the Older Adult
Basic principles and concepts of the aging process; includes the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the aging are also explored.

HCS 437 .................................................................3 credits

Social and Community Related Programs and Services
This course provides an overview of programs and policies related to our rapidly expanding aging population. Services designed to enable the older adult to support their health and economic well being as well as support for their families will be examined. Issues and trends related to areas such as social and community services, economic issues, and attention to the growing needs of the aging population with special needs will be included.

HCS 433 .................................................................3 credits

Long-term Care Administration
This course examines the organization and management of long-term care and assisted living facilities. The impacts of state and federal regulation are analyzed, as well as issues surrounding funding services are discussed. Students will examine the health services needed for current and future populations needing long term care.

LTC 315 .................................................................3 credits

Alternative Living Environments
This course focuses on the various formats of care and living environments for the older adult. The cultural and socioeconomic demographics of our current aging population provide different expectations and needs from previous generations. With the changing needs of this population and their families, students will focus on understanding the multidisciplinary continuum of factors to be considered when determining the living and care options available.

LTC 328 .................................................................3 credits

Legal Perspectives in Aging
This course will look at the diverse legal issues related to today’s older adult. Topics will include age discrimination, advocacy and autonomy, elder and fraud abuse, major life transitions, and end of life decision making.

HCS 449 .................................................................3 credits

Health Administration Capstone
Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

The Bachelor of Science in Health Administration (Certificate Track) (Maryland-Online)

The following Bachelor of Science in Health Administration (Certificate Track) (BSHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and
Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that provides the graduate with the foundational knowledge needed to enter today’s challenging health industry. The BSHA curriculum focuses on the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care arena.

Coursework includes content in some of the following areas - management, finance, legal and ethical parameters, human resources, and information systems. Upon completion of the core curriculum healthcare students have the opportunity to select a emphasis that is designed to expand their professional opportunities.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha.

Students requiring prerequisites are identified by a ~ symbol following the course number.

**BSHA Foundation Courses (Certificate Track)**

- GEN 200 (For A Track only).................................................. 3 credits
- Foundations for General Education and Professional Success
- GEN 195 (For B Track only).................................................. 3 credits
- Foundations of University Studies
- HCS 212 ~ ................................................................. 3 credits
- Health Care Vocabulary
- HCS 235 ~ ................................................................. 3 credits
- Health Care Delivery in the United States
- HCS 245 ~ ................................................................. 3 credits
- Introduction to Health and Disease

**BSHA Required Course of Study (Certificate Track)**

- HCS 320 ~ ................................................................. 3 credits
- Health Care Communication Strategies
- HCS 325 ~ ................................................................. 3 credits
- Health Care Management
- HCS 335 ~ ................................................................. 3 credits
- Health Care Ethics and Social Responsibility
- HCS 341 ~ ................................................................. 3 credits
- Human Resources in Health Care
- HCS 483 ~ ................................................................. 3 credits
- Health Care Information Systems
- HCS 490 ~ ................................................................. 3 credits
- Health Care Consumer - Trends and Marketing
- HCS 405 ~ ................................................................. 3 credits
- Health Care Financial Accounting
- HCS 440 ~ ................................................................. 3 credits
- Economics: The Financing of Health Care
- HCS 465 ~ ................................................................. 3 credits
- Health Care Research Utilization
- HCS 451 ~ ................................................................. 3 credits

Health Care Quality Management and Outcome Analysis

Students must select one emphasis in a particular area of study at the time of enrollment.

Students may complete an additional emphasis. Please contact your academic representative for more information.

**Emphasis in Health Management (Certificate Track)**

This emphasis is designed to expand the students' health care management focus. Courses will include content in leadership theory, the legal and regulatory aspects in health care, facility planning, community health as well as an introduction to health care policy.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-hm.

- HCS 457 ~ ................................................................. 3 credits
- Public and Community Health
- HCS 430 ~ ................................................................. 3 credits
- Legal Issues in Health Care: Regulation and Compliance
- HCS 475 ~ ................................................................. 3 credits
- Leadership and Performance Development
- HCS 455 ~ ................................................................. 3 credits
- Health Care Policy: The Past and the Future
- HCS 446 ~ ................................................................. 3 credits
- Facility Planning
- HCS 449 ~ ................................................................. 3 credits
- Health Administration Capstone

**Emphasis in Emergency Management (Certificate Track)**

This emphasis is designed for EMTs, First Responders, Firefighters, or any other emergency personnel that want to expand their knowledge and skills related to emergency management. Focus will be on principles of emergency management, managing emergency response operations, and planning and preparedness of emergency situations.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-em.

- EMC 310 ~ ................................................................. 3 credits
- Principles of Emergency Management
- EMC 330 ~ ................................................................. 3 credits
- Political and Policy Issues for Emergency Management
- EMC 340 ~ ................................................................. 3 credits
- Emergency Services and the Community
- EMC 350 ~ ................................................................. 3 credits
- Managing Emergency Response Operations
- EMC 320 ~ ................................................................. 3 credits
- Emergency Preparedness and Planning
- HCS 449 ~ ................................................................. 3 credits
- Health Administration Capstone
Emphasis in Long Term Care (Certificate Track)

This emphasis is designed to increase skills that are essential when working with various populations requiring long-term care. Courses will focus on aging, legal issues and perspective, gerontology programs and services, as well as alternative living environments for this population.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-ltc.

• Completion of a minimum of 120 credits that include the Degree Requirements for the BSHA (Certificate Track)
• A minimum grade point average (GPA) of 2.0.

Additional Admission Requirements for the BSHA (Certificate Track)

All applicants are expected to meet the following admissions requirements:

• University of Phoenix coursework,
• National Testing Programs, and
• ACE evaluated Military credits.

• Students may earn a certificate in the same area of focus as the emphasis en route to completing the bachelor degree. Students may apply for certificate conferral upon successful completion of both the 18 credits required for the certificate and the certificate programmatic requirements outlined in the certificate program policy.
• Students must successfully complete the following programmatic requirements for certificate conferral:

  • Health Management Certificate (HM) - 18 credits: GEN 200, HCS 235 Choose four of the following: HCS 325, HCS 335, HCS 341, HCS 405, HCS 430, HCS 446, HCS 457, HCS 483
  • Emergency Management Certificate (EMC) - 18 credits: EMC 310, EMC 320, EMC 330, EMC 340, EMC 350, GEN 200
  • Long Term Care Certificate (LTC) - 18 credits: HCS 433, HCS 437, LTC 315, LTC 316

• Students can only earn one certificate en-route to completing the undergraduate program.

• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Bachelor of Science in Health Administration

Academic Progression Requirements for the BSHA (Certificate Track)

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence.

• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other program applicable course.
• GEN 195 will be required as the first course in the First-Year Sequence.
• All FYS requirements must be satisfied prior to enrolling in any other program applicable course.
• With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSHA
Students in this program may waive a maximum of eighteen (18) upper division credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive with or without credit coursework in the required course of study).

Students may also waive nine (9) lower division credits from the required course of study.

The following courses in the Required Course of Study may not be waived: GEN 195, GEN 200, HCS 449

General Education Requirements for the BSHA (Certificate Track)
All students must complete a minimum of 54 credits in the following areas as a part of their minimum 120 credit degree requirement.

Communication Arts Requirement(s): 6 credits
A track must include: COMM 215, equivalent or higher
B Track must include: COM 170 and COM 172
Mathematics Requirement(s): 6 credits
Must include: MTH 209 or higher
Science & Technology Requirement(s): 6 credits
B Track must include: SCI 163
Must include at least 3 credits in the physical or biological sciences
Humanities Requirement(s): 6 credits
B Track must include: HUM 114
Social Science Requirement(s): 6 credits
B Track must include: PSY 211

Additional Liberal Arts Requirement(s): 6 credits
Interdisciplinary Requirement(s): 18 credits
B Track must include: FP 120

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Course Descriptions for the BSHA (Certificate Track)
GEN 200 ................................................................. 3 credits
Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.
GEN 195 ................................................................. 3 credits

Foundations of University Studies
The essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at the University of Phoenix are introduced in this course. The course develops and applies practical knowledge and skills immediately relevant to first-year university students. Course topics include goal setting and working with personal motivation, understanding and using University resources, developing efficient study habits, making the most of personal learning styles, and how best to manage time and reduce personal stress levels.
HCS 212 ................................................................. 3 credits

Health Care Vocabulary
This course provides students with a foundational set of basic health care vocabulary that relates to a variety of health care work settings. Students will review terms and concepts related to the structure and professions within the health care delivery systems. In addition, students will also explore terminology related to body systems and common diseases and treatments associated with these systems.
HCS 235 ................................................................. 3 credits

Health Care Delivery in the United States
This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
HCS 245 ................................................................. 3 credits

Introduction to Health and Disease
This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.
HCS 320 ................................................................. 3 credits

Health Care Communication Strategies
This course offers students the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. Students will review basic medical terminology, discuss the influences of gender and culture, examine channels of communication including the development of interpersonal and technology related communication, and the impact of consumer and interdisciplinary communication.
HCS 325 ................................................................. 3 credits

Health Care Management
The course explores fundamental concepts of management theory as applied to healthcare. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service
administrators.

HCS 335 ....................................................................................3 credits

Health Care Ethics and Social Responsibility

This course identifies ethical issues in health care. It is designed to encourage students to clarify their personal ethic with regard to health care issues. The various responsibilities involving the management of populations whose ethics may be divergent are identified.

HCS 341 ....................................................................................3 credits

Human Resources in Health Care

This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.

HCS 483 ....................................................................................3 credits

Health Care Information Systems

The course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.

HCS 490 ....................................................................................3 credits

Health Care Consumer - Trends and Marketing

In this course students will have the opportunity to examine the traits, trends and needs of today's health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services and differentiation of health care web sources.

HCS 405 ....................................................................................3 credits

Health Care Financial Accounting

This course provides an understanding of the general principles of accounting applied in the health care environment. It includes an overview of sources of revenue for various health care entities. The fundamentals of financial planning, cost concepts, capital budgeting, and management analysis are applied in the health care environment. Issues surrounding the development and management of budgets are also examined.

HCS 440 ....................................................................................3 credits

Economics: The Financing of Health Care

This course provides an overview of the economics of health care. The various payers are examined, including private, state, and federal entities. Issues such as the cost effectiveness of prevention, the management of patients and their diseases, as well as the cost of treatment settings are discussed. Third-party reimbursement from various sources, ranging from for-profit insurance carriers to charitable donations, are reviewed. The health care system's use of grant funding and research dollars is described.

HCS 465 ....................................................................................3 credits

Health Care Research Utilization

This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition students will analyze the key elements of evidence based research within health care.

HCS 451 ....................................................................................3 credits

Health Care Quality Management and Outcomes Analysis

This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.

COMM 215 ....................................................................................3 credits

Essentials of College Writing

This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.

GEN 101 ....................................................................................3 credits

Skills for Professional Development

This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 300 ....................................................................................3 credits

Skills for 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 101 ....................................................................................3 credits

Skills for Professional Development

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

HCS 475 ....................................................................................3 credits

Course Descriptions for the Emphasis in Health Management (Certificate Track)

Public and Community Health

This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.
HCS 430 ................................................................................... 3 credits

Legal Issues in Health Care: Regulation and Compliance
This course covers the broad range of topics affected by health law and regulation, ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well their impact on the operation of health care as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 475 ................................................................................... 3 credits

Leadership and Performance Development
This course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader’s role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.

HCS 445 ................................................................................... 3 credits

Healthcare Policy: The Past and the Future
This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.

HCS 446 ................................................................................... 3 credits

Facility Planning
This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss future health care consumer utilization trends, and as well as examine the regulatory compliance requirements.

HCS 449 ................................................................................... 3 credits

Health Administration Capstone
Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

Course Descriptions for the Emphasis in Long Term Care

EMC 310 ................................................................................... 3 credits

Principles of Emergency Management
This course will explore the history and evolution of emergency management as well as roles of local, state, regional and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.

EMC 330 ................................................................................... 3 credits

Political and Policy issues for Emergency Management
This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law affecting emergency operations will be studied.

EMC 340 ................................................................................... 3 credits

Emergency Services and the Community
This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparedness programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.

EMC 350 ................................................................................... 3 credits

Managing Emergency Response Operations
This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.

EMC 320 ................................................................................... 3 credits

Emergency Preparedness and Planning
This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.

EMC 449 ................................................................................... 3 credits

Health Administration Capstone
Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

Course Descriptions for the Emphasis in Long Term Care (Certificate Track)

HCS 433 ................................................................................... 3 credits

Dimensions of Health and the Older Adult
Basic principles and concepts of the aging process; includes the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the aging are also explored.

LTC 310 ................................................................................... 3 credits

Social and Community Related Programs and Services
This course provides an overview of programs and policies related to our rapidly expanding aging population. Services designed to enable the older adult to support their health and economic well being as well as support for their families will be examined. Issues and trends related to areas such as social and community services, economic issues, and attention to the growing needs of the aging population with special needs will be included.

HCS 437 ................................................................................... 3 credits

Long-term Care Administration
This course examines the organization and management of long-term care and assisted living facilities. The impacts of state and federal regulation are analyzed, as well as issues surrounding funding services are discussed. Students will examine the health services
The following Bachelor of Science in Nursing (BSN) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Nursing (BSN), accredited by the Commission on Collegiate Nursing Education (CCNE)*, is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse’s role as caregiver, teacher, and leader. Utilizing human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, progression skills, and knowledge to client outcomes and health care systems. The Bachelor of Science in Nursing degree program has a 41-credit required course of study and a 6-credit elective requirement. The required course of study includes a capstone course that synthesizes baccalaureate outcomes. The required course of study fulfills only part of the 120-minimum-credit requirement for degree completion. * For more information about accreditation, please contact CCNE at One Dupont Circle NW, Suite 530, Washington, DC 20036; (202)887-6791.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsn.

Required Course of Study for the BSN
Courses requiring prerequisites are identified by a ~ symbol following the course number.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HCS 301</td>
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<tr>
<td>NUR 391</td>
<td>Undergraduate Nursing Studies</td>
<td>3</td>
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<td></td>
<td>Professional Nursing Practice</td>
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<td>HCS 350</td>
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<td>Health Care Communication</td>
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<td>NUR 403</td>
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<tr>
<td>Theories and Models of Nursing Practice</td>
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<td>NUR 427</td>
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<tr>
<td>Health and Chronic Disease Management</td>
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<td>NUR 440</td>
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<tr>
<td>Health Assessment and Promotion for Vulnerable Population</td>
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<td>HCS 438</td>
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<tr>
<td>Statistical Applications</td>
<td>3</td>
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<td>NUR 443</td>
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<tr>
<td>Evidence-Based Nursing Research and Practice</td>
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<tr>
<td>NUR 405</td>
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<tr>
<td>Health Communities: Theory and Practice (50 Clinical hours)</td>
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<tr>
<td>NUR 408</td>
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<tr>
<td>Epidemiology: Global and Public Health (50 Clinical hours)</td>
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<td>HCS 478</td>
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<tr>
<td>Health Law and Ethics</td>
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<td>HCS 482</td>
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<tr>
<td>Health Care Informatics</td>
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<td>NUR 492</td>
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<td>4</td>
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<tr>
<td>Senior Practicum: Leadership and Management</td>
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The University reserves the right to modify the required course of study. All grades of "F" or grades not meeting minimum specific course grade requirements must be repeated.

Additional Admission Requirements for the BSN

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Current employment is not a requirement for admission.
• Applicants must reside in the United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
• Non-military students who enroll in this program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree -BSN-I. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the BSN practicum or contact an Online College representative.
• Completion of a nursing diploma earned from a recognized school of nursing in the United States; associate degree (any emphasis) earned in the United States from an approved regionally or nationally accredited institution; an associate degree in nursing or post-secondary diploma in nursing or foreign equivalent earned at a recognized foreign institution; California 30 credit option or California BSN approved program.
• Signed Criminal Background Check Disclosure
• Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
• Signed FERPA Release/Drug Test or Failure to Test Results

Degree Requirements for the BSN
• Completion of a minimum of 120 credits that include the following:
  • A minimum of 47 upper division credits.
  • A maximum of 73 lower division credits
  • A minimum program grade point average (GPA) of 2.0.
  • All students must complete the minimum number of credits required by their degree program.
• University of Phoenix offers assessment of prior learning as an option by which students can earn assessed credits toward degree completion requirements. Registered nurses, enrolled in the BSN program, whose nursing education was completed at a non-US institution, or a non-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.
• The diploma awarded for this program will read as: Bachelor of Science in Nursing

Additional Academic Progression Requirements for the BSN
• All students enrolling in the BSN program will take HCS 301 as their first course.
• Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
• Students whose RN license becomes restricted, encumbered or revoked while enrolled in the program, may not enroll in any further courses.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergraduate Programs section of this catalog.
• A clinical course may not be taken concurrently with any other course.
• Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

Minimum Grade Requirements for the BSN
Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of “C” (2.0) in specific nursing and clinical courses. Students who fail to receive a minimum grade of “C” in any of the specified courses will be scholastically disqualified from the University. (“C-” is not acceptable). These courses include: NUR 391, NUR 403, NUR 405, NUR 408, NUR 420, NUR 440, NUR 443, NUR 492
Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.
Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Students may repeat the specific nursing courses listed above only one time. If the student does not receive a “C” or better on the second attempt, the student will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.

Residency Requirements and Course Waivers for the BSN
Students must meet the established University residency requirement for degree conferred. The University requires that the majority of coursework, 29 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to waive a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study.
Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcribed from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following required courses may not be waived: NUR 391, NUR 492

General Education Requirements for the BSN
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Mathematics, 6 credits
Natural/Physical Sciences, 12 credits
Humanities, 6 credits
Social Science, 6 credits
Interdisciplinary Requirements, 18 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Course Descriptions for the BSN

HCS 301 .................................................................2 credits

Undergraduate Nursing Studies

The course is designed to aid adult learners in acquiring or improving critical thinking, teamwork, research, and communication skills, which are necessary at the University of Phoenix. Students will develop strategies for achieving educational goals that will help them be successful in the undergraduate program as well as in their professional development. Students will also be introduced to the University library and the Center for Writing Excellence and learn how to access those resources successfully.

NUR 391 .................................................................3 credits

Professional Nursing Practice

This course focuses on the professional role and discipline of nursing. Students will examine the image of nursing and develop strategies for improvement. Standards of professional practice will be discussed in relation to the profession, role, and value behavior.

HCS 350 ...........................................................................3 credits

Health Care Communication

This course will focus on professional communication related to the role of the registered nurse. This course is designed to explore the knowledge and skills required to communicate therapeutically with clients and communicate effectively with other professionals of a health care team. The art of delegation will be examined.

NUR 403 .................................................................3 credits

Theories and Models of Nursing Practice

This course is designed to focus baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts of professional nursing are presented within the unifying framework of Jean Watson’s Theory of Human Caring.

NUR 427 .................................................................3 credits

Health and Chronic Disease Management

This course focuses on pathophysiology, principles of motivation, learning theories, and their application to disease processes. A review of diseases from a systems approach will be stressed along with discussions regarding the impact of diversity, delivery of patient education, complementary and alternative therapies, and community resources.

NUR 440 .................................................................3 credits

Health Assessment and Promotion for Vulnerable Population

This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.

HCS 438 .................................................................3 credits

Statistical Applications

The emphasis in this statistical application’s course is on thinking about research issues in a statistically sound and practical fashion. Students will learn how to formulate and ask the right questions, how to collect data effectively, how to summarize and interpret information, and how to understand the limitations of statistical inferences.

NUR 443 .................................................................3 credits

Evidence-Based Nursing Research and Practice

This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 405 .................................................................4 credits

Health Communities: Theory and Practice

This course will examine the role of nursing in community health and create conditions that promote healthy living. Theories of community health and nursing practice will be explored through concepts of health promotion, tertiary, primary, and preventative care of individuals, families, and communities. Students will complete 50 clinical hours.

NUR 408 .................................................................4 credits

Epidemiology: Global and Public Health

Epidemiology provides the basis for significant public and global health decisions. This course will explore key issues related to public and global health relevant to professional nursing practice. Through the use of epidemiology methods, students will track the natural history of a disease and identify its frequency, distribution, and cause. This course contains 50 hours of clinical experience.

NUR 436 .................................................................4 credits

Health Law and Ethics

NUR 440 .................................................................3 credits
The legal and ethical aspects of the nurse’s role in the delivery and management of health care are examined in this course. This course will introduce ethical responsibilities and decision making models related to various health care situations while exploring legal accountability to the individual, client, and health care providers.

HCS 482  ................................................................. 3 credits

**Health Care Informatics**

This course is designed to examine computer and electronic modalities that assist patient and client management. The automation of data management through information systems, expert systems, and telecommunications will be examined in the context of health care informatics. The use of technology to help make decisions and to improve the health status of the individual, family, and community will be emphasized.

NUR 492................................................................. 4 credits

**Senior Practicum: Leadership and Management**

This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program. This course contains 25 hours of clinical experience.

The following Bachelor of Science in Nursing/International (BSN/I) program may be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information. The RN to BSN/International program is intended for Registered Nurses living outside the US and not considered US residents, and will not prepare nurses for licensure in the United States.

The Bachelor of Science in Nursing is an accredited program designed to develop the professional knowledge and skills of working registered nurses. The curriculum is built upon a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This instructional program includes behavioral objectives that concentrate on the development of the nurse’s role as caregiver, teacher, and manager of care. Utilizing a framework of caring, working registered nurses are prepared as generalists who are able to apply professional skills and knowledge to nursing, client, and health care systems.

**Required Course of Study for the BSN/I**

Courses requiring prerequisites are identified by a ~ symbol following the course number.

HCS 301 ................................................................. 2 credits

Undergraduate Nursing Studies

NUR 391 ~ ................................................................. 3 credits

**Professional Nursing Practice**

HCS 350 ~ ................................................................. 3 credits

Health Care Communication

NUR 403 ~ ................................................................. 3 credits

Theories and Models of Nursing Practice

NUR 427 ~ ................................................................. 3 credits

Health and Chronic Disease Management

NUR 440 ~ ................................................................. 3 credits

Health Assessment and Promotion for Vulnerable Populations

HCS 438 ~ ................................................................. 3 credits

Statistical Applications

NUR 443 ~ ................................................................. 3 credits

Evidence-Based Nursing Research and Practice

NUR 405 ~ ................................................................. 4 credits

Health Communities: Theory and Practice (50 Clinical hours)

NUR 408 ~ ................................................................. 4 credits

Epidemiology: Global and Public Health (50 Clinical hours)

HCS 478 ~ ................................................................. 3 credits

Health Law and Ethics

HCS 482 ~ ................................................................. 3 credits

Health Care Informatics

NUR 492 ................................................................. 4 credits

Senior Practicum: Leadership and Management

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the BSN/I**

- Applicants must be residents outside of the United States, Alaska, Hawaii or approved US Territories. Applicants residing in the Commonwealth of Puerto Rico must enroll in the International version. Program will be offered only through the Online Campus.

Note: Nurses with a Puerto Rico License must obtain US licensure for admission.

- Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
- Current employment is not a requirement for admission.
- A signed Foreign Nursing Memo of Understanding.
- All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
- All Canadian students must complete the Canadian RN License Acknowledgment Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants residing in the Commonwealth of Puerto Rico must have an approved appeal on file documenting successful completion of the US NCLEX-RN exam and that all Puerto Rico RN licensing requirements are met to be eligible for admission.

**Degree Requirements for the BSN/I**

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 47 upper division credits.
  - A maximum of 73 lower division credits
  - A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.
• University of Phoenix offers assessment of prior learning as an option by which students can earn assessed credits toward degree completion requirements. Registered nurses, enrolled in the BSN program, whose nursing education was completed at a non-US institution or a non-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.

**Academic Progression Requirements for the BSN/I**

• All students enrolling in the BSN program will take HCS 301 as their first course.
• Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
• Students whose RN license becomes restricted, encumbered or revoked while enrolled in the program may not enroll in any further NUR courses and may only complete non-nursing and elective coursework until their license restrictions have been removed and validated.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.
• Students whose RN license becomes restricted, encumbered or revoked while enrolled in the program, may not enroll in any further courses.
• A clinical course may not be taken concurrently with any other course.

**Minimum Grade Requirements for the BSN/I**

• Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of “C” (2.0) in specific nursing and clinical courses. Students who fail to receive a minimum grade of “C” in any of the specified courses will be scholastically disqualified from the University. (“C-” is not acceptable). These courses include: NUR 391, NUR 403, NUR 405, NUR 408, NUR 440, NUR 443, NUR 492
• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.
• Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Students may repeat the specific nursing courses listed above only one time. If the student does not receive a “C” or better on the second attempt, the student will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.

**Residency Requirements and Course Waivers for the BSN/I**

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 29 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
• The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.
• The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.
• The following required courses may not be waived: NUR 391, NUR 492

**General Education Requirements for the BSN/I**

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Mathematics, 6 credits
Natural/Physical Sciences, 12 credits
Humanities, 6 credits
Social Science, 6 credits

Interdisciplinary Requirements, 18 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

**Course Descriptions for the BSN/I**

HCS 301 ....................................................................................2 credits

**Undergraduate Nursing Studies**

The course is designed to aid adult learners in acquiring or improving critical thinking, teamwork, research, and communication skills, which are necessary at the University of Phoenix. Students will develop strategies for achieving educational goals that will help them be successful in the undergraduate program as well
as in their professional development. Students will also be introduced to the University library and the Center for Writing Excellence and learn how to access these resources successfully.

NUR 391 ................................................................. 3 credits

**Professional Nursing Practice**

This course focuses on the professional role and discipline of nursing. Students will examine the image of nursing and develop strategies for improvement. Standards of professional practice will be discussed in relation to the profession, role, and value behavior.

HCS 350 ................................................................. 3 credits

**Health Care Communication**

This course will focus on professional communication related to the role of the registered nurse. This course is designed to explore the knowledge and skills required to communicate therapeutically with clients and communicate effectively with other professionals of a health care team. The art of delegation will be examined.

NUR 403 ................................................................. 3 credits

**Theories and Models of Nursing Practice**

This course is designed to focus baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts of professional nursing are presented within the unifying framework of Jean Watson’s Theory of Human Caring.

NUR 427 ................................................................. 3 credits

**Health and Chronic Disease Management**

This course focuses on pathophysiology, principles of motivation, learning theories, and their application to disease processes. A review of diseases from a systems approach will be stressed along with discussions regarding the impact of diversity, delivery of patient education, complementary and alternative therapies, and community resources.

NUR 440 ................................................................. 3 credits

**Health Assessment and Promotion for Vulnerable Population**

This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.

HCS 438 ................................................................. 3 credits

**Statistical Applications**

The emphasis in this statistical application’s course is on thinking about research issues in a statistically sound and practical fashion. Students will learn how to formulate and ask the right questions, how to collect data effectively, how to summarize and interpret information, and how to understand the limitations of statistical inferences.

NUR 443 ................................................................. 3 credits

**Evidence-Based Nursing Research and Practice**

This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 405 ................................................................. 4 credits

**Health Communities: Theory and Practice**

This course will examine the role of nursing in community health and create conditions that promote healthy living. Theories of community health and nursing practice will be explored through concepts of health promotion, tertiary, primary, and preventative care of individuals, families, and communities. Students will complete 50 clinical hours.

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**Epidemiology: Global and Public Health**

Epidemiology provides the basis for significant public and global health decisions. This course will explore key issues related to public and global health relevant to professional nursing practice. Through the use of epidemiology methods, students will track the natural history of a disease and identify its frequency, distribution, and cause. This course contains 50 hours of clinical experience.

HCS 478 ................................................................. 3 credits

**Health Law and Ethics**

The legal and ethical aspects of the nurse’s role in the delivery and management of health care are examined in this course. This course will introduce ethical responsibilities and decision making models related to various health care situations while exploring legal accountability to the individual, client, and health care providers.

HCS 482 ................................................................. 3 credits

**Health Care Informatics**

This course is designed to examine computer and electronic modalities that assist patient and client management. The automation of data management through information systems, expert systems, and telecommunication will be examined in the context of health care informatics. The use of technology to help make decisions and to improve the health status of the individual, family, and community will be emphasized.

NUR 492 ................................................................. 4 credits

**Senior Practicum: Leadership and Management**

This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program. This course contains 25 hours of clinical experience.

**State of California Public Health Nursing Certificate**

The State of California has reviewed the University of Phoenix BSN course requirements and has determined that students entering the program after March 1, 1989 meet the state’s standards for Public Health Nursing certification. Those University of Phoenix students who have successfully completed their degree program are eligible to apply for the California PHN Certificate.

**Associate Programs Pathways Program**

Non-degree seeking students are permitted to take courses if admitted into the Pathways Program. The Pathways Program is designed for current high school juniors and seniors seeking to earn college credits while still enrolled in secondary schools. Pathways students may earn a maximum of 12 credits at the University of Phoenix. Non-degree students are not eligible to receive most types of financial aid or veterans benefits and must demonstrate English proficiency, if applicable, to be eligible for course enrollment. The Pathways Program admissions process must be completed before enrollment in any courses.

Admission into the Pathways program requires:
• Pathways Non-degree Application
• High School Junior or Senior Standing
• Pathways students must meet all prerequisite requirements for the program in which the courses are included. Students must also meet all admission requirements, with the exception of the HS diploma or equivalent
• Parent or guardian consent
• $25 application fee
Before proceeding beyond 12 credits, Pathways program students must submit a University of Phoenix degree seeking application for admission, possess a high school diploma (or equivalent), and be granted acceptance to the University of Phoenix. Pathways students who want to earn more than 12 credits will be deemed degree seeking and be required to submit an application for admission to a University of Phoenix degree program.

Note: The Pathways Program is not available in all states. Please consult an enrollment counselor to determine if residents of a specific state are eligible for this program.
COLLEGE OF EDUCATION (Online)

The College of Education offers undergraduate programs designed for future educators combining content and pedagogical preparation. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to “impact student learning one educator at a time.” Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements. The College of Education offers associate level degree programs designed to provide content knowledge in areas such as English/language arts, fine arts, math, science, and social studies, as well as foundational coursework in education.

Admission Requirements for University of Phoenix

All applicants are expected to meet the following admission requirements:

- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
- or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
- or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
- or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
- or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a 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.
- A signed Enrollment/Disclosure Agreement.
- Students, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 for Online or UNIV 101 for local campus) to be officially admitted (AM).
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- A signed New Student Checklist may be required.
- Completion of any state-specific required documents or forms. Students who begin their studies at campuses located in the states listed below are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.
- Students attending a local campus in Oklahoma must provide written documentation of vaccinations or immunity against Hepatitis B, measles, mumps, and rubella (MMR). Students must demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.
• Students attending a physical campus in the state of Tennessee are required to submit a Hepatitis B Waiver form to the University. Students residing in the states listed below are required to submit health insurance information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

• Full-time students enrolled at a public or private institution of higher learning in New Jersey are required by law to maintain health insurance coverage, either through a school sponsored health insurance plan, or an alternate plan with comparable coverage. All students attending a local campus in New Jersey must complete the Student Health Insurance Election form indicating either that they have either enrolled in the University’s sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not maintain health insurance coverage throughout the period of enrollment or who do not complete the Health Insurance Election Form each calendar year may not enroll in further courses until the Health Insurance Election Form has been completed, verifying the student has appropriate health insurance coverage in compliance with state law.

• Full and part-time students enrolled in a college, university or other institution of higher learning in Massachusetts must participate in a school sponsored health insurance plan, or an alternate plan with comparable coverage. All full and part-time students attending a Massachusetts local campus must complete the Student Health Insurance Plan Enrollment/Acknowledgement form indicating either that they have either enrolled in the University’s sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not complete the Enrollment/Acknowledgement form each calendar year may not enroll in further courses until the form has been completed and the student has appropriate health insurance coverage.

Students who begin their studies at campuses located in Hawaii are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

The Hawaii State Department of Health requires that all students attending school at a campus in this state shall provide a Certificate of TB Examination issued in the United States within 12 months prior to their first attendance in a post-secondary school in Hawaii. A completed Certificate of TB Examination shall be submitted prior to the first night of class or the student will not be permitted to attend class. Students shall complete Section A of this form, or submit a copy of their TB Clearance Certification received prior to their attendance at another Hawaii post-secondary school.

Students residing in the state of Connecticut are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

In accordance with Section 10a-155 of the Connecticut general statutes, all full time or matriculating students will be required to demonstrate proof of adequate immunization against measles, mumps, rubella (MMR) and varicella as recommended by the Advisory Committee for Immunization Practices (ACIP). For more specific state information, refer to the link below. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

Exemptions from the MMR and varicella immunization requirements may be granted for the following reasons:

• The student was born before January 1, 1957 (applicable to MMR vaccine only).
• The student was born in the United States before January 1, 1980 (applicable to the varicella (chicken pox) vaccine only).
• The student has documentation from a physician stating that it is medically inadvisable to receive the vaccines for the one or more of the diseases as indicated on the immunization form.
• The student has documentation from a physician or director of health that he/she has had a confirmed case of one or more of the diseases as indicated on the immunization form.
• The student has laboratory confirmation of immunity to the disease(s) as indicated on the immunization form.
• The student has submitted a statement that immunization is contrary to his/her religious beliefs.
• The student is enrolled exclusively in the Online Campus and does not congregate with other students on campus or at campus-sponsored events. If the student later decides to attend a class at a University of Phoenix local campus location in Connecticut, the student must meet the immunization requirements before he/she may begin attending classes at a local campus location.
• The student graduated from a public or nonpublic high school in the state of Connecticut in 1999 or later and was not exempt from the measles, rubella and on or after August 1, 2010, the mumps vaccination requirement pursuant to subdivision (2) or (3) of subsection (a) of section 10-204a.

Associate of Arts/Concentration in Elementary Education

The following Associate of Arts/Concentration in Elementary Education (AAEE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree with a concentration in Elementary Education addresses major topics that impact instruction; such as the historical and philosophical contexts for contemporary educational; contemporary issues in education; diversity in the classroom; and the exceptional learner. Students are required to apply writing and problem-solving skills to evaluate topics covered. Evaluation occurs through a variety of methods including written assignments, discussion, and debate. Students will communicate effectively in informal, formal, and quantitative contexts and will be conversant with the values and terminology of the field. This degree prepares students for transition into Bachelor of Science in Education program at the University of Phoenix. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aaee.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Concentration in Elementary Education
AED 200 ~ ................................................................. 3 credits
Contemporary Issues in American Education
AED 201 ~ ................................................................. 3 credits
Teaching as a Profession
AED 204 ~ ................................................................. 3 credits
Diversity in the Classroom
AED 222 ~ ................................................................. 3 credits
Intro to the Exceptional Learner
MTH 156 ~ ................................................................. 3 credits
Math For Elementary Teachers I
MTH 157 ~ ................................................................. 3 credits
Math For Elementary Teachers II
The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAEE
• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Degree Requirements for the AAEE
The degree requirements for this program are the following:
• Completion of a minimum of 62 credits.
• All undergraduate students are required to complete the minimum general education credits required by their program version.
• Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
• A minimum grade point average (GPA) of 2.5.
• Concentrations are reflected on the transcript only and will not appear on the diploma.
• The diploma awarded for this program will read as: Associate of Arts

General Education Requirements for the AAEE
Communication Arts Requirement 6 credits
(Must include ENG 101, ENG 102)
Mathematics Requirement 6 credits
(University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.)
Science & Technology Requirement 11 credits
(Must include BIO 100, CIS 105, GLG 101)
Humanities Requirement 6 credits
(Must include ART 101 and HUM 205)
Social Science Requirement 6 credits
(Must include POS 110 and 3 credits chosen from the following: HIS 115, HIS 125, HIS 135)
Additional Liberal Arts Requirement 3 credits
(Must include GEN 105)
Interdisciplinary Requirement 6 credits
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Academic Progression Requirements for the AAEE
• Students in the AAEE program must take GEN 105 as one of the courses in the first block.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Residency Requirements for the AAEE
Students must meet the established University residency requirement for degree conferral. The University requires that the major-
University of Phoenix, 2013-2014

Diversity in the Classroom

The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.

The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).

The course must be comparable in content and credits to the University course it is replacing and must an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Course Descriptions for the AAEE

AED 200.................................................................3 credits
Contemporary Issues in American Education

This course provides an overview of the teaching profession. It introduces the student to the various issues affecting teachers. The primary focus will be on contemporary issues teachers and educators face in today's schools. Throughout the course, all aspects of the teaching profession will be incorporated from the societal differences of the students in the classroom, to school organization and governance, to teaching philosophies and instruction. This course will provide a foundation for understanding the education profession.

AED 201.................................................................3 credits
Teaching as a Profession

This course introduces students to issues commonly faced by those in the education profession. In addition to discussing the professional foundations of teaching, students will examine and discuss issues related to the needs, rights and responsibilities of diverse learners in a changing society. Governance and legal issues in the educational system will be addressed as well.

AED 204.................................................................3 credits
Diversity in the Classroom

This course focuses on developing students' understanding of the concepts of culture and diversity, and implications for learning and instruction. Students will read about and discuss the issues of educational equity and multiculturalism and will connect these perspectives to instructional strategies that may be used in the classroom.

AED 222.................................................................3 credits
Intro to the Exceptional Learner

This course provides an overview of the exceptional learner, the student who differs from the average or normal student, with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. The course focuses on issues related to mildly disabled, severely disabled, emotionally and behaviorally disordered, mentally retarded, and gifted students.

MTH 156.................................................................3 credits
Math For Elementary Teachers I

This course is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving. The relationship of the course concepts to the National Council of Teachers of Mathematics Standards for K-8 instruction is also addressed.

MTH 157.................................................................3 credits
Math for Elementary Teachers II

This course is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis. The relationship of the course concepts to the National Council of Teachers of Mathematics Standards for K-8 instruction is also addressed.

ENG 101.................................................................3 credits
Effective Essay Writing

Students develop academic writing skills. The emphasis is on coherence and correctness in written communication as students use the writing process to craft an expository essay. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense, subject-verb agreement, and pronoun-antecedent agreement, and pronoun case.

ENG 102.................................................................3 credits
Research Writing

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

BIO 100.................................................................4 credits
Introduction to Life Science with Lab

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CIS 105.................................................................3 credits
Survey of Computer Information Systems

This course presents an overview of the various technologies imbedded in every aspect of society. Students gain a basic understanding of how a computer functions as a single unit, in a network, and as a connection to the Internet. Other topics include security issues and the use of productivity software, such as word processing, spreadsheets, and presentation applications. The course also addresses social and ethical issues related to using
computers.

GLG 101 ................................................................................... 4 credits
Introduction to Geology + Lab
This course gives an overview of physical geology by introducing concepts such as plate tectonics and geologic time. Students gain familiarity with the processes that shape the earth’s surface and recognize the relevance of studying geology. Topics include the rock cycle, weathering, formation of geological features, and preservation of geological resources. This course includes a lab.
POS 110 .................................................................................... 3 credits
American National Government
This course introduces students to the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes such as the nature and scope of governance, democracy, and patterns of political behavior.

HIS 115 ...................................................................................... 3 credits
US History to 1865
This course surveys social, political, and economic events that shaped the United States from its first inhabitants to 1865. Students delve into historical events in North American history ranging from Spanish and English colonization to the fight for an individual, American independence, culture, and government, to the Civil War. This course equips students with a general understanding of important early historical events that have played a role in our current social, political, and economic environment.

HIS 125 ...................................................................................... 3 credits
US History from 1865 to 1945
This course examines U.S. social, political, and economic events between 1865 and 1945. Students will learn to appreciate the significance of key historical events and figures, including the rise of big business, urbanization, World War I, the Great Depression, and World War II. This course equips students with a general understanding of how important historical events impact future development of the United States.

HIS 135 ...................................................................................... 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the US by applying an historical perspective to analyze contemporary issues.

ART 101 ..................................................................................... 3 credits
Introduction to Art
This course introduces students to the elements and principles of art as well as the creation of various media, such as painting, sculpture, architecture, design, photography, and the decorative arts. Students apply techniques for viewing art critically to build an appreciation of various art forms. Themes within the course include contemporary topics in the arts, cultural diversity in the arts, and the arts in a historical context.

HUM 205 .................................................................................... 3 credits
World Culture and the Arts
Culture and the arts play a complex role in enriching the human experience. This course will analyze the social role of the arts in the early civilizations through the present day. Learners will explore the key contributions in visual art, architecture, literature, and music of the civilizations presented in this course. In particular, learners will construct a virtual museum comprised of various artifacts representing several cultures.

GEN 105 ...................................................................................... 3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

The Associate of Arts/Emphasis in Elementary Education (Maryland-Online) ..........................................................................................................................

The following Associate of Arts/Emphasis in Elementary Education (AAEE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree with an emphasis in Elementary Education addresses major topics that impact instruction; such as the historical and philosophical contexts for contemporary educational; contemporary issues in education; diversity in the classroom; and the exceptional learner. Students are required to apply writing and problem-solving skills to evaluate topics covered. Evaluation occurs through a variety of methods including written assignments, discussion, and debate. Students will communicate effectively in informal, formal, and quantitative contexts and will be conversant with the values and terminology of the field. This degree prepares students for transition into Bachelor of Science in Elementary Education program at the University of Phoenix.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/ programs/aaee.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Emphasis in Elementary Education

AED 200 ~ .................................................................................. 3 credits
Contemporary Issues in American Education
AED 201 ~ .................................................................................. 3 credits
Teaching as a Profession
AED 204 ~ .................................................................................. 3 credits
Diversity in the Classroom
AED 222 ~ .................................................................................. 3 credits
Intro to the Exceptional Learner
MTH 156 ~ .................................................................................. 3 credits
Math For Elementary Teachers I
MTH 157 ~ .................................................................................. 3 credits
Math For Elementary Teachers II

The University reserves the right to modify the required course of study.
Additional Admission Requirements for AAEE

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Degree Requirements for the AAEE

The degree requirements for this program are the following:
- Completion of a minimum of 62 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.5.
- Emphases are reflected on the transcript only and will not appear on the diploma.
- The diploma awarded for this program will read as: Associate of Arts

General Education Requirements for the AAEE

Communication Arts Requirement 6 credits
(Must include ENG 101, ENG 102)
Mathematics Requirement 6 credits
(University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.)
Science & Technology Requirement 11 credits
(Must include BIO 100, CIS 105, GLG 101)
Humanities Requirement 6 credits
(Must include ART 101 and HUM 205)
Social Science Requirement 6 credits
(Must include POS 110 and 3 credits chosen from the following: HIS 115, HIS 125, HIS 135)
Additional Liberal Arts Requirement 3 credits
(Must include GEN 105)
Interdisciplinary Requirement 6 credits
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Academic Progression Requirements for the AAEE

- Students in the AAEE program must take GEN 105 as one of the courses in the first block.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Residency Requirements for the AAEE

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Course Descriptions for the AAEE

AED 200 ...................................................................................3 credits
Contemporary Issues in American Education
This course provides an overview of the teaching profession. It introduces the student to the various issues affecting teachers. The primary focus will be on contemporary issues teachers and educators face in today’s schools. Throughout the course, all aspects of the teaching profession will be incorporated from the sociological differences of the students in the classroom, to school organization and governance, to teaching philosophies and instruction. This course will provide a foundation for understanding the education profession.

AED 201 ...................................................................................3 credits
Teaching as a Profession
This course introduces students to issues commonly faced by those in the education profession. In addition to discussing the professional foundations of teaching, students will examine and discuss issues related to the needs, rights and responsibilities of diverse learners in a changing society. Governance and legal issues in the educational system will be addressed as well.

AED 204 ...................................................................................3 credits
Diversity in the Classroom
This course focuses on developing students’ understanding of the concepts of culture and diversity, and implications for learning and instruction. Students will read about and discuss the issues of educational equity and multiculturalism and will connect these per-
Intro to the Exceptional Learner

This course provides an overview of the exceptional learner, the student who differs from the average or normal student, with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. The course focuses on issues related to mildly disabled, severely disabled, emotionally and behaviorally disabled, mentally retarded, and gifted students.

MTH 156 ................................................................. 3 credits

Math for Elementary Teachers I

This course is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving. The relationship of the course concepts to the National Council of Teachers of Mathematics Standards for K-8 instruction is also addressed.

MTH 157 ................................................................. 3 credits

Math for Elementary Teachers II

This course is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis. The relationship of the course concepts to the National Council of Teachers of Mathematics Standards for K-8 instruction is also addressed.

ENG 101 ................................................................................... 3 credits

Effective Essay Writing

Students develop academic writing skills. The emphasis is on coherence and correctness in written communication as students use the writing process to craft an expository essay. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense, subject-verb and pronoun-antecedent agreement, and pronoun case.

ENG 102 ................................................................................... 3 credits

Research Writing

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

BIO 100 ................................................................................... 4 credits

Introduction to Life Science with Lab

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CIS 105 ................................................................. 3 credits

Survey of Computer Information Systems

This course presents an overview of the various technologies imbedded in every aspect of society. Students gain a basic understanding of how a computer functions as a single unit, in a network, and as a connection to the Internet. Other topics include security issues and the use of productivity software, such as word processing, spreadsheets, and presentation applications. The course also addresses social and ethical issues related to using computers.

GLG 101 ................................................................................... 4 credits

Introduction to Geology + Lab

This course gives an overview of physical geology by introducing concepts such as plate tectonics and geologic time. Students gain familiarity with the processes that shape the earth’s surface and recognize the relevance of studying geology. Topics include the rock cycle, weathering, formation of geological features, and preservation of geological resources. This course includes a lab.

POS 110 ................................................................. 3 credits

American National Government

This course introduces students to the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes such as the nature and scope of governance, democracy, and patterns of political behavior.

HIS 115 ................................................................................... 3 credits

US History to 1865

This course surveys social, political, and economic events that shaped the United States from its first inhabitants to 1865. Students delve into historical events in North American history ranging from Spanish and English colonization to the fight for American independence, culture, and government, to the Civil War. This course equips students with a general understanding of important early historical events that have played a role in our current social, political, and economic environment.

HIS 125 ................................................................................... 3 credits

US History from 1865 to 1945

This course examines U.S. social, political, and economic events between 1865 and 1945. Students will learn to appreciate the significance of key historical events and figures, including the rise of big business, urbanization, World War I, the Great Depression, and World War II. This course equips students with a general understanding of how important historical events impact future development of the United States.

HIS 135 ................................................................................... 3 credits

The American Experience Since 1945

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the US by applying an historical perspective to analyze contemporary issues.

ART 101 ................................................................................... 3 credits

Introduction to Art

This course introduces students to the elements and principles of art as well as the creation of various media, such as painting, sculp-
ture, architecture, design, photography, and the decorative arts. Students apply techniques for viewing art critically to build an appreciation of various art forms. Themes within the course include contemporary topics in the arts, cultural diversity in the arts, and the arts in a historical context.

HUM 205 ................................................................. 3 credits

**World Culture and the Arts**

Culture and the arts play a complex role in enriching the human experience. This course will analyze the social role of the arts in the early civilizations through the present day. Learners will explore the key contributions in visual art, architecture, literature, and music of the civilizations presented in this course. In particular, learners will construct a virtual museum comprised of various artifacts representing several cultures.

GEN 105 ........................................................................ 3 credits

**Skills for Learning in an Information Age**

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**Bachelor of Science in Education/Elementary Education**

The following Bachelor of Science in Education/Elementary Education (BSED/E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Education/Elementary (BSED-E) is an undergraduate degree program preparing candidates for teacher licensure. The guiding philosophy of the BSED/E program is to provide students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher.

Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsed-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Program Category Requirements and Course Selections**

**Introductory Course, 3 total credits**

**Orientation, 0 total credits**

**History and Foundations of Education, 6 total credits**

**Educational Theories and Models, 6 total credits**

**Human Development, 3 total credits**

**Reading, 9 total credits**

**Special Populations, 9 total credits**

**Elementary Methods, 15 total credits**

**Student Teaching and Field Experience, 9 total credits**

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<th>Credits</th>
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<td>The Bachelor of Science in Education/Elementary (BSED-E) is an undergraduate degree program preparing candidates for teacher licensure. The guiding philosophy of the BSED/E program is to provide students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <a href="http://www.phoenix.edu/programs/bsed-e">http://www.phoenix.edu/programs/bsed-e</a>. Courses requiring prerequisites are identified by a ~ symbol following the course number.</td>
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All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.

**Candidacy Status for the BSED/E**

The College of Education has two levels of review consisting of Level 1 Candidacy Status and Level 2 Candidacy Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidacy Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidacy Status Level 1.
- Level 2 Candidacy Status is completed prior to the completion of 12 Required Course of Study (Core) credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Degree Completion Requirements for the BSED/E**

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 60 upper division credits in the Required Program Category Preferred Sequence.
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.5.
  - Satisfactory completion and uploading of the Teacher Work Sample (TWS).
  - Satisfactory completion of any required internship, student teaching, practicum courses and/or alternative clinical practice.
  - Complete course within the sequence specified by course prerequisite requirements.
  - Meet state requirements as set forth by state of residency to receive state endorsement.
  - Complete Field Experience Observation Record (100 hours).
  - All Students must complete the minimum number of credits required by their degree program.
  - The diploma awarded for this program will read as: Bachelor of Science in Education Elementary Education

**Academic Progression Requirements for the BSED/E**

Candidates must provide verification of content knowledge mastery prior to beginning student teaching. Candidates must provide:

- Passing scores on the designated state content knowledge exam.
- Verification of immunization or TB test results (district specific)
- Verification of the completion of 100 hours of field experience

Candidates residing in the state of Idaho must provide verification of the completion of twenty (20) required semester credits in one of the endorsement areas below prior to student teaching.

- Social Studies (This may include areas such as American Government, Political Science, Economics, Geography, History, Psychology, Sociology, and Sociology/Anthropology).
- English/Language Arts (This may include areas such as Communication, English, English as a New Language, Journalism, Literacy, Writing and Foreign Language).
- Mathematics (This may include areas such as Mathematics, Geometry, Linear Algebra, Discrete Mathematics, Probability and Statistics, Trigonometry, and Calculus).
- Science (This may include areas such as Biological Science, Chemistry, Earth Science, Geology, Natural Science, and Physical Science).

The following areas may not be used to satisfy these categories: Agriculture Science and Technology, Business Technology Education, and Marketing Technology Education.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

- All students must complete GEN 200 as their first course at the University.

Students must complete all General Education requirements prior to completion of EDU 390.

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.
Minimum Grade Requirements for the BSED/E
- A candidate must earn a grade of "B" (grades of 'I' and "B-" are not accepted) or better in the following courses in order to student teach: EDU 390, EED 498, EED 499
- Candidates must earn a "B" or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the BSED/E
- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements.
- The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.
- Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213 and MTH 214 requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.
- The following courses in the Required Course of Study may not be waived: EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, GEN 200, RDG 415, SPE 300
- Arizona residents may waive SEI 300 and/or SEI 301 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:
  - Arizona Provisional SEI Endorsement (SEI 300)
  - Arizona Full SEI Endorsement (SEI 300 and SEI 301)
  - Arizona English as a Second Language Endorsement
  - Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at http://www.ade.state.az.us/asd/lep/.

General Education Requirements for the BSED/E
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
- English/Language Arts Requirement(s) 12 credits
- Mathematics Requirement(s) 12 credits
  - 6 credits must include MTH 213 and MTH 214
- Physical/Biological Science Requirement(s) 6 credits
- Social Studies Requirement(s) 9 credits
  - 3 credits must include SOC 315
  - 3 credits must include HIS 301 or HIS 310
- Fine Arts Requirement(s) 3 credits
- Art, music, drama or dance
- Humanities Requirement(s) 3 credits
- Additional Liberal Arts Requirement(s) 9 credits

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

All undergraduate students are required to complete the minimum general education credits required by their program version.

Field Experience for BSED/E
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through grade eight. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evalu-
Candidates must be enrolled in Student Teaching Seminar I and Student teachers who are removed from a placement at the end of their Kindergarten experience for certification in Elementary education. Candidates must earn a "B" or better in Elementary Education prerequisite leading up to Student Teaching Seminar I prior to beginning the student teaching experience. Arizona teacher candidates enrolled in the BSED/E program will be issued an Elementary certificate in grades 1-8. Teacher candidates in the BSED/E program will not be eligible to student teach in Kindergarten and will not be issued an Institutional Recommendation (IR) as the Arizona Department of Education will no longer recognize Kindergarten experience for certification in Elementary education.

Student teaching is the culminating experience of the Bachelor of Science in Education program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience. Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

Candidates must work with their campus to arrange field experience. Candidates that do not successfully complete the second student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts. Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must successfully pass the Elementary Education Seminar with a "B" or better.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the BSED/E

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential). Candidates wishing to be certified in the state of Pennsylvania must show verification of a 3.0 overall cumulative GPA as noted on the Bachelor's transcript.

- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
- Arizona or Online students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 10 years.

Course Descriptions for the BSED/E

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEN 200</td>
<td>Foundations for General Education and Professional Success</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 300</td>
<td>Orientation to Teacher Education</td>
<td>0 credits</td>
</tr>
</tbody>
</table>

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.
Foundations of Education
This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 315 ................................................................. 3 credits

Legal & Ethical Issues in Education
This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.
EDU 311 ....................................................................... 3 credits

Models and Theories of Instruction
This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.
EDU 321 ................................................................. 3 credits

Classroom Management
This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.
EDU 305 ................................................................. 3 credits

Child Development
This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/ emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.
EED 400 ................................................................. 3 credits

Assessment in Elementary Education
This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.
RDG 350 ................................................................. 3 credits

Children’s Literature
This course will examine the use of children’s literature in the elementary school classroom. Various genres will be studied as well as the application of children’s literature to instruction and assessment in reading. Methods for integrating the use of children’s literature to instruction and assessment in reading. Methods for integrating the use of children’s literature to instruction and assessment in reading. Methods for integrating the use of children’s literature to instruction and assessment in reading.
RDG 420 ................................................................. 3 credits

Elementary Methods - Reading/Language Arts
This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.
RDG 415 ....................................................................... 3 credits

Diagnosis and Remediation of Reading Difficulties
This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.
SEI 300 ................................................................. 3 credits

Structured English Immersion
This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and ELL’s acquire English.
SEI 301 ....................................................................... 3 credits

Advanced Structured English Immersion Methods
This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.
SPE 300 ....................................................................... 3 credits

Orientation to the Exceptional Child
This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
EED 416 ....................................................................... 3 credits

Elementary Methods - Mathematics
This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students’
problem-solving skills.

EED 420 ........................................................................................ 3 credits

Elementary Methods - Science
This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.

EED 425 ........................................................................................ 3 credits

Elementary Methods - Health/PE
This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.

EED 430 ........................................................................................ 3 credits

Elementary Methods - Social Studies
This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.

EED 435 ........................................................................................ 3 credits

Elementary Methods - Fine Arts
This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

EDU 390 ........................................................................................ 1 credit

Elementary Education Seminar
This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

EED 498 ........................................................................................ 4 credits

Elementary Student Teaching, Seminar I
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

EED 499 ........................................................................................ 4 credits

Elementary Student Teaching, Seminar II
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

MTH 213 ........................................................................................ 3 credits

Mathematics for Elementary Educators I
This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on number properties, patterns, operations and algebraic reasoning and problem solving.

MTH 214 ........................................................................................ 3 credits

Math for Elementary Teachers II
This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

SOC 315 ........................................................................................ 3 credits

Cultural Diversity
This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.

HIS 301 ........................................................................................ 3 credits

United States Constitution
This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution, as the Bill of Rights as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.

HIS 110 ........................................................................................ 3 credits

US History to 1865
This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.

Bachelor of Science in Education/Elementary Education (New Mexico)

The following Bachelor of Science in Education/Elementary Education (BSED/E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Education/Elementary (BSEd-E) is an undergraduate degree program preparing candidates for teacher licensure. The guiding philosophy of the BSEd/E program is to provide students with the skills and knowledge that will allow them to become competent and effective educators. This program
focuses on elementary student learning by developing the skills of the educator responsible for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsed-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Introductory Course, 3 total credits

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEN 200</td>
<td>Foundations for General Education and Professional Success</td>
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Orientation, 0 total credits

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<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 300</td>
<td>Orientation to Teacher Education</td>
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History and Foundations of Education, 6 total credits

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<tr>
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<tbody>
<tr>
<td>EDU 301</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 315</td>
<td>Legal &amp; Ethical Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Educational Theories and Models, 6 total credits

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 311</td>
<td>Models and Theories of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDU 321</td>
<td>Classroom Management</td>
<td>3</td>
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Human Development, 3 total credits

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDU 305</td>
<td>Child Development</td>
<td>3</td>
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</table>

Reading, 6 total credits

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<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>RDG 420</td>
<td>Elementary Methods - Reading/Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>RDG 415</td>
<td>Diagnosis and Remediation of Reading Difficulties</td>
<td>3</td>
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</tbody>
</table>

Special Populations, 6 total credits

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<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>ESL 300</td>
<td>Teaching English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPE 300</td>
<td>Orientation to the Exceptional Child</td>
<td>3</td>
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Elementary Methods, 12 total credits

<table>
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<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>EED 416</td>
<td>Elementary Methods - Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>EED 419</td>
<td>Elementary Methods - Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>EED 498</td>
<td>Student Teaching, Seminar I</td>
<td>4</td>
</tr>
<tr>
<td>EED 499</td>
<td>Student Teaching, Seminar II</td>
<td>4</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSED/E

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.

Candidacy Status for the BSED/E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the BSED/E

Completion of a minimum of 129 credits that include the following distribution:

- A minimum of 48 upper division credits in the Required Program Category Preferred Sequence.
- A minimum of 78 of the 129 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.5.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Complete courses within the sequence specified by course prerequisite requirements.
- Meet state requirements as set forth by state of residency to receive state endorsement.
- Complete Field Experience Observation Record (100 hours).
• All students must complete the minimum number of credits required by their degree program.
• The diploma awarded for this program will read as:
  Bachelor of Science in Education
  Elementary Education

**Academic Progression Requirements for the BSED/E**

Candidates must provide verification of content knowledge mastery prior to beginning student teaching. Candidates must provide:
• Passing scores on the designated state content knowledge exam.
• Verification of immunization or TB test results (district specific)
• Verification of the completion of 100 hours of field experience

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

• All students must complete GEN 200 as their first course at the University.

Students must complete all General Education requirements prior to completion of EDU 390.

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

**Minimum Grade Requirements for the BSED/E**

• A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: EDU 390, EED 498, EED 499
• Candidates must earn a "B" or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**Residency Requirements and Course Waivers for the BSED/E**

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 21 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
• The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
• The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213 and MTH 214 requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, GEN 200, RDG 415, SPE 300

**General Education Requirements for the BSED/E**

A minimum of 78 of the 129 credits must be in the general education areas approved by the University.

Candidates must complete one of the following Content Areas: English/Language Arts, Mathematics or Social Studies. Content Area credits (18) combined with General Education credit requirements listed in the table below for the categories of English/Language Arts (12), Mathematics (12) and Social Studies (12) will provide candidates with a total of 30 credits in their selected Content Area. The 30 credits in the Content Area must include a breakdown of 15 upper division credits and 15 lower division credits. English/Language Arts Requirement(s) 12 credits

May include COMM 251

Spanish Requirement(s) 3 credits
Mathematics Requirement(s) 12 credits
6 credits must include MTH 213 and MTH 214
Physical/Biological Science Requirement(s) 12 credits
Must include at least 3 credits in Physical Science and 3 credits in Biological Science

Social Studies Requirement(s) 18 credits
Student Teaching for the BSED/E

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- 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.

Fine Arts Requirement(s) 3 credits

Art, music, drama or dance

Content Area 18 credits

English/Language Arts, Mathematics and Social Studies

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Student Teaching Seminar I:

- Candidates must enroll in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.

- Student teaching can only be repeated one time.

- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.

- Candidates that do not successfully complete the second student teaching program will be removed from the program and are not eligible for re-entry.

- Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.

Field Experience for the BSED/E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through grade eight. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Institutional Recommendation for the BSED/E

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).

- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

- Candidates must pass their state-mandated professional knowledge exam.

- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Course Descriptions for the BSED/E

GEN 200 .......................................................... 3 credits

Foundations for General Education and Professional Success

This general education course is designed to introduce the inten-
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<td>EDU 315</td>
<td>Foundations of Education</td>
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<td>EDU 311</td>
<td>Legal &amp; Ethical Issues in Education</td>
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<td>Models and Theories of Instruction</td>
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<td>EDU 305</td>
<td>Classroom Management</td>
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</tr>
<tr>
<td>EED 416</td>
<td>Elementary Methods - Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>RDG 420</td>
<td>Elementary Methods - Reading/Language Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elementary Methods - Reading/Language Arts**

This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.

**Orientation to the Exceptional Child**

This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

**Teaching English Language Learners**

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

**Diagnosis and Remediation of Reading Difficulties**

This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.

**Elementary Methods - Science**

This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students’ problem-solving skills.
Elementary Methods - Social Studies
This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.
EED 435 .................................................................3 credits

Elementary Methods - Fine Arts
This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.
EDU 390.................................................................1 credit

Elementary Education Seminar
This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.
EED 498 .................................................................4 credits

Elementary Student Teaching, Seminar I
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 499 .................................................................4 credits

Elementary Student Teaching, Seminar II
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
COMM 251 ..........................................................3 credits

Rhetoric and Critical Thinking
This course in critical thinking and informal logic helps students develop the ability to reason clearly and critically. It includes an introduction to the disciplines of inductive and deductive logic, fallacious reasoning, and problem-solving techniques. Emphasis is placed on the identification and management of the perception process, use of assumptions, emotional influences, and language in various forms of communication.
MTH 213 ...............................................................3 credits

Mathematics for Elementary Educators I
This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.
MTH 214 ...................................................................................3 credits
Math for Elementary Teachers II
This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

Bachelor of Science Education/Elementary Education
The following Bachelor of Science in Education/Elementary Education (BSED/E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Education/Elementary Education (BSED/E) is an undergraduate degree program preparing candidates for teacher licensure. The guiding philosophy of the BSED-E program is to provide students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 200 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsed-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Introductory Course, 3 total credits
GEN 200 .................................................................3 credits
Foundations for General Education and Professional Success
Orientation, 0 total credits
EDU 300 .................................................................0 credits
Orientation to Teacher Education

History and Foundations of Education, 6 total credits
EDU 301 ~ .................................................................3 credits
Foundations of Education
EDU 315 ~ .................................................................3 credits
Legal & Ethical Issues in Education

Educational Theories and Models, 6 total credits
EDU 311 ~ .................................................................3 credits
Candidacy Status for the BSED/E

• Applicants must be currently employed or have access to a work environment.
• High school graduation from an institution that holds state accreditation of an acceptable accrediting body, or GED certificate or CHSPE (California High School Proficiency Examination) certificate.

Additional Admission Requirements for the BSED/E

All applicants are expected to meet the following admission requirements:

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Applicants must be currently employed or have access to a work environment.

Candidacy Status for the BSED/E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
• Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  • Demonstration of basic skills proficiency
  • Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the BSED/E

Completion of a minimum of 120 credits that include the following distribution:

• Candidates who select the Science Content Area are required to complete 126 credits
  • A minimum of 57 upper division credits in the Required Program Category Preferred Sequence.
  • A minimum of 60 of the 120 credits must be in the general education areas approved by the University.
  • A minimum of 66 of the 126 credits (Science content area) must be in the general education areas approved by the University.
  • A minimum grade point average (GPA) of 2.5.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Complete courses within the sequence specified by course prerequisite requirements.
• Meet state requirements as set forth by state of residency to receive state endorsement.
• Complete Field Experience Observation Record (200 hours).
• All students must complete the minimum number of credits required by their degree program.
• The diploma awarded for this program will read as: Bachelor of Science in Education Elementary Education

Academic Progression Requirements for the BSED/E

Candidates must provide verification of content knowledge mastery prior to beginning student teaching. Candidates must provide:

• Passing scores on the designated state content knowledge exam.
• Verification of immunization or TB test results (district specific)
• Verification of the completion of 200 hours of field experience

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

• All students must complete GEN 200 as their first course at the University.

Students must complete all General Education requirements prior to completion of EDU 390. Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.
Minimum Grade Requirements for the BSED/E

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: EDU 390, EED 498, EED 499
- Candidates must earn a "B" or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the BSED/E

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix. Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.

- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213 and MTH 214 requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, GEN 200, RDG 412, RDG 415, RDG 418, SPE 300

General Education Requirements for the BSED/E

A minimum of 60 of the 120 credits must be in the general education areas approved by the University.

Candidates must complete one of the following Content Areas: English/Language Arts, Mathematics, Social Studies or Science. Candidates who select English/Language Arts, Mathematics or Social Studies as their Content Area are required to complete the general education requirements outlined below:

English/Language Arts Requirement(s) 12 credits
Mathematics Requirement(s) 12 credits
6 credits must include MTH 213 and MTH 214

Physical/Biological Science Requirement(s) 6 credits
Must include at least 3 credits in Physical Science and 3 credits in Biological Science

Social Studies Requirement(s) 12 credits
Must include HIS 301
Fine Arts Requirement(s) 6 credits
Art, music, drama or dance
Content Area 12 credits

Students must complete an additional 12 credits for their selected Content Area outside of their English, Mathematics and Social Studies general education requirements.

Candidates who select Science as their Content Area are required to complete the general education requirements outlined below:

English/Language Arts Requirement(s) 12 credits
Mathematics Requirement(s) 12 credits
6 credits must include MTH 213 and MTH 214

Physical/Biological Science Requirement(s) 6 credits
Must include at least 3 credits in Physical Science and 3 credits in Biological Science

Social Studies Requirement(s) 12 credits
Must include HIS 301
Fine Arts Requirement(s) 6 credits
Art, music, drama or dance
Content Area 18 credits

Students must complete an additional 18 credits for their selected Content Area outside of their Physical/Biological Science general education requirements.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog. All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use
interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Field Experience for BSED/E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 200 hours of verified field experiences, covering a variety of developmental levels from ages birth through grade eight. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the BSED/E

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Student teaching is the culminating experience of the Bachelor of Science in Education program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
- Student teaching must occur in a K-8 self-contained classroom setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings.
- Candidates wishing to do their student teaching in a single subject in grades 6 - 8 must provide the following prior to Student Teaching I:
  - Transcripts documenting of a minimum of 24 semester credits in their content area.
  - Passing scores on the state mandated content exam.
- Candidates must earn a “B” or better in Elementary Education Seminar. If a candidate receives less than a “B” (B- or lower, or an incomplete grade), they must repeat the course.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and be issued a grade of “F” by their faculty member.
- Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates that do not successfully complete the second student teaching program will be removed from the program and are not eligible for re-entry.
- Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must successfully pass the Elementary Education Seminar with a “B” or better.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the BSED/E

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Course Descriptions for the BSED/E

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEN 200</td>
<td>Foundations for General Education and Professional Success</td>
<td>3 credits</td>
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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.

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<th>Course Code</th>
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<th>Credits</th>
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<tr>
<td>EDU 300</td>
<td>Orientation to Teacher Education</td>
<td>0 credits</td>
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This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

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<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>EDU 301</td>
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<td>3 credits</td>
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</table>
Foundations of Education
This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.

EDU 315 .................................................................3 credits

Legal & Ethical Issues in Education
This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.

EDU 311 .................................................................3 credits

Models and Theories of Instruction
This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.

EDU 321 .................................................................3 credits

Classroom Management
This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.

EDU 305 .................................................................3 credits

Child Development
This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.

EED 400 .................................................................3 credits

Assessment in Elementary Education
This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.

RDG 412 .................................................................3 credits

Scientifically Based Literacy Instruction
This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children’s performance in reading and in the language arts are also emphasized.

RDG 415 .................................................................3 credits

Diagnosis and Remediation of Reading Difficulties
This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.

RDG 418 .................................................................3 credits

Phonological Theory and Reading Instruction
This course focuses on scientifically based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from non-scientific claims. In addition, they study the applications of scientific research to classroom instruction.

ESL 300 .................................................................3 credits

Teaching English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multilingual curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 300 .................................................................3 credits

Orientation to the Exceptional Child
This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

EED 416 .................................................................3 credits

Elementary Methods - Mathematics
This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students’ problem-solving skills.

EED 420 .................................................................3 credits

Elementary Methods - Science
This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learn-
ers of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.

EED 425: Elementary Methods - Health/PE .................................................. 3 credits

This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.

EED 430: Elementary Methods - Social Studies ............................................ 3 credits

This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.

MTH 213: Mathematics for Elementary Educators I ..................................... 3 credits

This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.

EDU 390: Elementary Education Seminar .................................................... 1 credit

This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

MTH 213: Mathematics for Elementary Educators I ..................................... 3 credits

This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.

MTH 213: Mathematics for Elementary Educators I ..................................... 3 credits

This course focuses on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

EED 498: Elementary Student Teaching, Seminar I ....................................... 4 credits

This course focuses on the first ten amendments of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution know as the Bill of Rights as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.

SOC 315: Elementary Methods - Fine Arts ..................................................... 3 credits

This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.

HIS 301: United States Constitution .............................................................. 3 credits

This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution know as the Bill of Rights as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.

Bachelor of Science in Education Elementary Education (Hawaii)

The following Bachelor of Science in Education Elementary Education (BSEd/E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Education/Elementary (BSEd-E) is an undergraduate degree program preparing candidates for teacher licensure. The guiding philosophy of the BSEd/E program is to provide students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate
to specific course content. Documentation will be maintained in the
student’s professional portfolio.
For more information about our graduation rates, the median debt
of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/
programs/bsed-e.
Courses requiring prerequisites are identified by a ~ symbol fol-
lowing the course number.
Program Category Requirements and Course Selections
Introductory Course, 3 total credits
GEN 200 ................................................................................... 3 credits
Foundations for General Education and Professional Success
Orientation, 0 total credits
EDU 300 ................................................................................... 0 credits
Orientation to Teacher Education
History and Foundations of Education, 6 total credits
EDU 301 ~ ................................................................................ 3 credits
Foundations of Education
EDU 315 ~ ................................................................................ 3 credits
Legal & Ethical Issues in Education
Educational Theories and Models, 6 total credits
EDU 311 ~ ................................................................................ 3 credits
Models and Theories of Instruction
EDU 321 ................................................................................... 3 credits
Classroom Management
Human Development, 3 total credits
EDU 305 ................................................................................... 3 credits
Child Development
Assessment, 3 total credits
EED 400 ................................................................................... 3 credits
Assessment in Elementary Education
Reading, 9 total credits
RDG 350 ................................................................................... 3 credits
Children’s Literature
RDG 420 ~ ................................................................................ 3 credits
Elementary Methods - Reading/Language Arts
RDG 415 ~ ................................................................................ 3 credits
Diagnosis and Remediation of Reading Difficulties
Special Populations, 6 total credits
ESL 300 ................................................................................... 3 credits
Teaching English Language Learners
SPE 300 ................................................................................... 3 credits
Orientation to the Exceptional Child
Elementary Methods, 18 total credits
EED 416 ................................................................................... 3 credits
Elementary Methods - Mathematics
EED 420 ~ ................................................................................ 3 credits
Elementary Methods - Science
EED 425 ................................................................................... 3 credits
Elementary Methods - Health/PE
EED 430 ~ ................................................................................ 3 credits
Elementary Methods - Social Studies
EED 435 ~ ................................................................................ 3 credits
Elementary Methods - Fine Arts
EED 444 ................................................................................... 3 credits
Elementary Methods - Integration of Hawaiian Studies

Student Teaching and Field Experience, 9 total credits
EDU 390 ~ ................................................................................... 1 credit
Elementary Education Seminar
EED 498 ~ ................................................................................... 4 credits
Elementary Student Teaching, Seminar I
EED 499 ~ ................................................................................... 4 credits
Elementary Student Teaching, Seminar II
The University reserves the right to modify the required course of
Study.
Additional Admission Requirements for the BSED/E
All applicants are expected to meet the following admissions
requirements:
• High school graduation from an institution that holds state
approval to confer high school diplomas or are accredited or a
candidate for accreditation at the time the student attended by
an acceptable accrediting body, GED certificate or CHSPE
(California High School Proficiency Examination) certificate.
• Applicants must be currently employed or have access to a work
environment.
Candidacy Status for the BSED/E
The College of Education has two levels of review consisting of
Level 1 Candidate Status and Level 2 Candidate Status. Applicants
must meet requirements for both levels of candidacy status to con-
tinue in their program with no interruption of scheduling.
• Level 1 Candidate Status is completed upon admission to the
University. Students who are admitted have met the
requirements for Candidate Status Level 1.
• Level 2 Candidate Status is completed prior to the completion of
12 Required Course of Study (Core) credits of the program. To
meet the Candidate Status Level 2 requirements, the following
items must be completed. Evidence that these requirements
have been met must be uploaded to the Teacher Education
Program Requirement DRF in the e-portfolio.
• Demonstration of basic skills proficiency
• Verification of fingerprint clearance
Students must be admitted and meet Level 1 Candidate Status
prior to being reviewed for Level 2 Candidate Status.
Degree Completion Requirements for the BSED/E
• Completion of a minimum of 120 credits that include the
following distribution:
  • A minimum of 60 upper division credits in the Required
Program Category Preferred Sequence.
  • A minimum of 54 of the 120 credits must be in the general
education areas approved by the University.
  • A minimum grade point average (GPA) of 2.5.
  • Satisfactory completion and uploading of the Teacher Work
Sample (TWS).
  • Satisfactory completion of any required internship, student
teaching, practicum courses and/or alternative clinical practice.
  • Complete course within the sequence specified by course
prerequisite requirements.
  • Meet state requirements as set forth by state of residency to
receive state endorsement.
  • Complete Field Experience Observation Record (100 hours).
  • All Students must complete the minimum number of credits
required by their degree program.
• The diploma awarded for this program will read as:
  Bachelor of Science in Education
  Elementary Education

**Academic Progression Requirements for the BSED/E**

Candidates must provide the following verification prior to beginning student teaching:
- Passing scores on the designated state content knowledge exam.
- Verification of immunization or TB test results (district specific)
- Verification of the completion of 100 hours of field experience

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

• All students must complete GEN/200 as their first course at the University.

Students must complete all General Education requirements prior to completion of EDU 390.

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

**Minimum Grade Requirements for the BSED/E**

• A candidate must earn a grade of "B" (grades if "T" and "B-" are not accepted) or better in the following courses in order to student teach: EDU 390, EED 498, EED 499.

• Candidates must earn a "B" or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching.

  The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.

• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**Residency Requirements and Course Waivers for the BSED/E**

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213 and MTH 214 requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, GEN 200, RDG 415, SPE 300.

**General Education Requirements for the BSED/E**

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

- English/Language Arts Requirement(s) 12 credits
- Mathematics Requirement(s) 12 credits
- 6 credits must include MTH 213 and MTH 214
- Physical/Biological Science Requirement(s) 6 credits
- Social Studies Requirement(s) 9 credits
- 3 credits must include SOC 315
- 3 credits must include HIS 301 or HIS 110
- 3 credits must include HIS 265
- Fine Arts Requirement(s) 3 credits
- Art, music, drama or dance
- Humanities Requirement(s) 3 credits
- Additional Liberal Arts Requirement(s) 9 credits

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Note: Advanced exams such as Calculus or Freshman Composition and /or equivalent DANTES or Excelsior (formerly Regents or ACT/PEP) exams may also be used to fulfill the prerequisite requirements.

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
Field Experience for BSED/E
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through grade eight. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the BSED/E
Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Student teaching is the culminating experience of the Bachelor of Science in Education program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
- Student teaching must occur in a K-8 self-contained classroom setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings.
- Candidates wishing to do their student teaching in a single subject in grades 6 - 8 must provide the following prior to Student Teaching I:
  - Transcripts documenting of a minimum of 24 semester credits in their content area
  - Passing scores on the state mandated content exam
- Candidates must earn a "B" or better in Elementary Education Seminar. If a candidate receives less than a "B" (B- or lower, or an incomplete grade), they must repeat the course.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates that do not successfully complete the second student teaching program will be removed from the program and are not eligible for re-entry.
- Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.
Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
- Candidates must successfully pass the Elementary Education Seminar with a "B" or better.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the BSED/E
- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Course Descriptions for the BSED/E
GEN 200 ..................................................................................3 credits
Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.
EDU 300 ...................................................................................0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.
EDU 301 .........................................................................................3 credits
Foundations of Education
This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 315 .........................................................................................3 credits
Legal & Ethical Issues in Education
This course provides students with the opportunity to examine
and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.

EDU 311 .................................................................................. 3 credits

Models and Theories of Instruction
This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.

EDU 321 .................................................................................. 3 credits

Classroom Management
This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.

EDU 305 .................................................................................. 3 credits

Child Development
This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/Emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.

EED 400 .................................................................................. 3 credits

Assessment in Elementary Education
This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.

RDG 350 .................................................................................. 3 credits

Children’s Literature
This course will examine the use of children’s literature in the elementary school classroom. Various genres will be studied as well as the application of children’s literature to instruction and assessment in reading. Methods for integrating the use of children’s literature in all content areas will be examined.

RDG 420 .................................................................................. 3 credits

Elementary Methods - Reading/Language Arts
This course focuses on scientifically based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from non-scientific claims. In addition, they study the applications of scientific research to classroom instruction.

RDG 415 .................................................................................. 3 credits

Diagnosis and Remediation of Reading Difficulties
This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.

ESL 300 .................................................................................. 3 credits

Teaching English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multi-ethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 300 .................................................................................. 3 credits

Orientation to the Exceptional Child
This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

EED 416 .................................................................................. 3 credits

Elementary Methods - Mathematics
This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students’ problem-solving skills.

EED 420 .................................................................................. 3 credits

Elementary Methods - Science
This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.

EED 425 .................................................................................. 3 credits

Elementary Methods - Health/PE
This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.

EED 430 .................................................................................. 3 credits
Elementary Methods - Social Studies
This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.

EED 435 .................................................................3 credits

Elementary Methods - Fine Arts
This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

EED 444 .................................................................3 credits

Elementary Methods - Integration of Hawaiian Studies
This course focuses on the pedagogy and assessment strategies that enhance student learning of Hawaiian studies. Instructional approaches for the Hawaiian Studies content area within the framework of an integrated curriculum are explored, including the use of critical thinking and study skills. Methods for integrating Hawaiian history, cultural values, and Hawaiian heritage are emphasized. This course provides students with an opportunity to develop the ability to create performance-based activities and assessments, culturally-sensitive instructional methods, curricular materials and resources, and appropriate assessment strategies. Students develop a variety of data-collection tools designed to assess student learning.

EDU 390.................................................................1 credit

Elementary Education Seminar
This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

EED 498 .................................................................4 credits

Elementary Student Teaching, Seminar I
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

EED 499 .................................................................4 credits

Elementary Student Teaching, Seminar II
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

MTH 213 .................................................................3 credits

Mathematics for Elementary Educators I
This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.

MTH 214 .................................................................3 credits

Math for Elementary Teachers II
This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

SOC 315 .................................................................3 credits

Cultural Diversity
This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.

HIS 301 .................................................................3 credits

United States Constitution
This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution known as the Bill of Rights as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.

HIS 110 .................................................................3 credits

US History to 1865
This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.

HIS 265 .................................................................3 credits

Hawaii History and Culture
This is a survey course in the history of Hawaii from Polynesian origins to contemporary multi-cultural society. This course traces the impact of major events, historical figures, and cultures on the development of Hawaii; and considers the Hawaiian response to these forces.

Bachelor of Science in Education/Elementary Education (Nevada)

The following Bachelor of Science in Education/Elementary Education (BSEd/E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may need to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Education/Elementary (BSEd-E) is an undergraduate degree program preparing candidates for teacher licensure. The guiding philosophy of the BSEd/E program is to
provide students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsed-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Introductory Course, 3 total credits

GEN 200 ..................................................................................... 3 credits
Foundations for General Education and Professional Success

Orientation, 0 total credits

EDU 300 ..................................................................................... 0 credits
Orientation to Teacher Education

History and Foundations of Education, 6 total credits

EDU 301 ..................................................................................... 3 credits
Foundations of Education
EDU 315 ..................................................................................... 3 credits
Legal & Ethical Issues in Education

Educational Theories and Models, 6 total credits

EDU 311 ..................................................................................... 3 credits
Models and Theories of Instruction
EDU 321 ..................................................................................... 3 credits
Classroom Management

Human Development, 3 total credits

EDU 305 ..................................................................................... 3 credits
Child Development

Assessment, 3 total credits

EED 400 ..................................................................................... 3 credits
Assessment in Elementary Education

Reading, 9 total credits

RDG 350 ..................................................................................... 3 credits
Children’s Literature
RDG 420 ..................................................................................... 3 credits
Elementary Methods - Reading/Language Arts
RDG 415 ..................................................................................... 3 credits
Diagnosis and Remediation of Reading Difficulties

Special Populations, 6 total credits

ESL 300 ..................................................................................... 3 credits
Teaching English Language Learners
SPE 300 ..................................................................................... 3 credits
Orientation to the Exceptional Child

Elementary Methods, 15 total credits

EED 416 ~ ..................................................................................... 3 credits
Elementary Methods - Mathematics
EED 420 ~ ..................................................................................... 3 credits
Elementary Methods - Science
EED 425 ~ ..................................................................................... 3 credits
Elementary Methods - Health/PE
EED 430 ..................................................................................... 3 credits
Elementary Methods - Social Studies
EED 435 ..................................................................................... 3 credits
Elementary Methods - Fine Arts

Student Teaching, 9 total credits

EDU 390 ..................................................................................... 1 credit
Elementary Education Seminar
EED 498 ~ ..................................................................................... 4 credits
Elementary Student Teaching, Seminar I
EED 499 ~ ..................................................................................... 4 credits
Elementary Student Teaching, Seminar II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSED/E

All applicants are expected to meet the following admissions requirements:

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

• Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.

• Applicants must be currently employed or have access to a work environment.

Candidacy Status for the BSED/E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

• Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.

  • Demonstration of basic skills proficiency
  • Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status
prior to being reviewed for Level 2 Candidate Status.

**Degree Completion Requirements for the BSED/E**

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 57 upper division credits in the Required Program Category Preferred Sequence.
  - A minimum of 3 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.5.
  - Satisfactory completion and uploading of the Teacher Work Sample (TWS).
  - Satisfactory completion of any required internship, student teaching, and/or practicum courses.
  - Complete courses within the sequence specified by course prerequisite requirements.
  - Meet state requirements as set forth by state of residency to receive state endorsement.
  - Complete Field Experience Observation Record (100 hours).
  - All students must complete the minimum number of credits required by their degree program.
  - The diploma awarded for this program will read as: Bachelor of Science in Education Elementary Education

**Academic Progression Requirements for the BSED/E**

Candidates must meet all General Education requirements prior to beginning student teaching. Candidates must provide:

- Passing scores on the designated state content knowledge exam.
- Verification of immunization or TB test results (district specific)
- Verification of the completion of 100 hours of field experience

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills specific coursework certain program areas must be satisfied before students can progress to others.

- All students must complete GEN 200 as their first course at the University.

Students must complete all General Education requirements prior to completion of EDU 390. Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

**Minimum Grade Requirements for the BSED/E**

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: EDU 390, EED 498, EED 499.
- A candidate must earn a "B" or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**Residency Requirements and Course Waivers for the BSED/E**

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213 and MTH 214 requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: GEN 200, EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, RDG 415, SPE 300.

**General Education Requirements for the BSED/E**

A minimum of 51 of the 120 credits must be in the general education areas approved by the University.

- English/Language Arts Requirement(s) 12 credits
- Mathematics Requirement(s) 12 credits
6 credits must include MTH 213 and MTH 214

Social Studies Requirement(s) 12 credits

6 credits must include SOC 315 and HIS 311 Nevada Constitution

Physical/Biological Science Requirement(s) 6 credits

Fine Arts Requirement(s) 3 credits

Art, music, drama or dance

Humanities Requirement(s) 3 credits

Additional Liberal Arts Requirement(s) 3 credits

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Note: Advanced exams such as Calculus or Freshman Composition and/or equivalent DANTES or Excelsior (formerly Regents or ACT/PEP) exams may also be used to fulfill the prerequisite requirements.

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Field Experience for BSED/E

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- Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
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Institutional Recommendation for the BSED/E

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- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency.
Course Descriptions for the BSED/E

GEN 200 ....................................................................................3 credits
Foundations of General Education and Professional Success

This course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence. The course is intended to be a prerequisite for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

EDU 300 ....................................................................................0 credits
Orientation to Teacher Education

This course provides an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, É-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

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This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.

EDU 315 .................................................................3 credits
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This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.

EDU 311 .................................................................3 credits
Models and Theories of Instruction

This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.

EDU 321 .................................................................3 credits
Classroom Management

This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.

EDU 305 .................................................................3 credits
Child Development

This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre-K-8 environment.

EED 400 .................................................................3 credits
Assessment in Elementary Education

This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.

EDU 350 .................................................................3 credits
Children’s Literature

This course will examine the use of children’s literature in the elementary school classroom. Various genres will be studied as well as the application of children’s literature to instruction and assessment in reading. Methods for integrating the use of children’s literature in all content areas will be examined.

RDG 420 .................................................................3 credits
Elementary Methods - Reading/Language Arts

This course focuses on scientifically based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from non-scientific claims. In addition, they study the applications of scientific research to classroom instruction.

RDG 415 .................................................................3 credits
Diagnosis and Remediation of Reading Difficulties

This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.

ESL 300 .................................................................3 credits
Teaching English Language Learners

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multi-ethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 300 .................................................................3 credits
Orientation to the Exceptional Child

This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

EED 416 .................................................................3 credits
Elementary Methods - Mathematics

This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment.
issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students’ problem-solving skills.

EED 420.................................................................................... 3 credits

Elementary Methods - Science
This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.

EED 425.................................................................................... 3 credits

Elementary Methods - Health/PE
This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.

EED 430.................................................................................... 3 credits

Elementary Methods - Social Studies
This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.

EED 435.................................................................................... 3 credits

Elementary Methods - Fine Arts
This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

EDU 390 ................................................................. 1 credit

Elementary Education Seminar
This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

EED 498 ................................................................................... 4 credits

Elementary Student Teaching, Seminar I
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching class-room experiences.

EED 499 ................................................................................... 4 credits

Elementary Student Teaching, Seminar II
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

MTH 213 ................................................................................... 3 credits

Mathematics for Elementary Educators I
This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.

MTH 214 ................................................................................... 3 credits

Math for Elementary Teachers II
This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

SOC 315.................................................................................... 3 credits

Cultural Diversity
This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.

HIS 311 ................................................................................... 3 credits

United States Constitution
This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution as the Bill of Rights as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.

Bachelor of Science in Education/Elementary Education (Utah)

The following Bachelor of Science in Education/Elementary Education (BSED/E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Education/Elementary (BSED/E) is an undergraduate degree program preparing candidates for teacher licensure. The guiding philosophy of the BSED/E program is to
provide students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsed-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

**Introductory Course, 3 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEN 200</td>
<td>3</td>
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</tbody>
</table>

**Orientation, 0 total credits**

- EDU 300

- Orientation to Teacher Education

**History and Foundations of Education, 6 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 301</td>
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<tr>
<td>EDU 315</td>
<td>3</td>
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<tr>
<td>EDU 321</td>
<td>3</td>
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</table>

**Human Development, 3 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 305</td>
<td>3</td>
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</table>

**Assessment, 3 total credits**

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>EED 400</td>
<td>3</td>
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</table>

**Reading, 9 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RDG 350</td>
<td>3</td>
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<tr>
<td>RDG 420</td>
<td>3</td>
</tr>
<tr>
<td>RDG 415</td>
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</tbody>
</table>

**Special Populations, 6 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ESL 300</td>
<td>3</td>
</tr>
<tr>
<td>SPE 300</td>
<td>3</td>
</tr>
</tbody>
</table>

**Orientation to the Exceptional Child**

**Elementary Methods, 15 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EED 416</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Methods - Mathematics</td>
<td></td>
</tr>
<tr>
<td>EED 420</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Methods - Science</td>
<td></td>
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<tr>
<td>EED 425</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Methods - Health/PE</td>
<td></td>
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<tr>
<td>EED 430</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Methods - Social Studies</td>
<td></td>
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<tr>
<td>EED 435</td>
<td>3</td>
</tr>
</tbody>
</table>

**Student Teaching and Field Experience, 9 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 390</td>
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</tr>
<tr>
<td>Elementary Education Seminar</td>
<td></td>
</tr>
<tr>
<td>EED 498</td>
<td>4</td>
</tr>
<tr>
<td>Elementary Student Teaching, Seminar I</td>
<td></td>
</tr>
<tr>
<td>EED 499</td>
<td>4</td>
</tr>
<tr>
<td>Elementary Student Teaching, Seminar II</td>
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</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSED/E

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.

Candidacy Status for the BSED/E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the BSED/E

Completion of a minimum of 120 credits that include the following distribution:

- A minimum of 57 upper division credits in the Required Program Category Preferred Sequence.
- A minimum of 51 of the 120 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.5.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Complete courses within the sequence specified by course prerequisite requirements.
• Meet state requirements as set forth by state of residency to receive state endorsement.
• Complete Field Experience Observation Record (100 hours).
• All students must complete the minimum number of credits required by their degree program.
• The diploma awarded for this program will read as: Bachelor of Science in Education Elementary Education

Academic Progression Requirements for the BSED/E
Candidates must provide verification of content knowledge mastery prior to beginning student teaching. Candidates must provide:
• Passing scores on the designated state content knowledge exam.
• Students must provide verification of a student teaching license and submit of copy of the license prior to the student teaching placement.
• Verification of immunization or TB test results (district specific)
• Students must provide verification of a student teaching license and submit of copy of the license prior to the student teaching placement.
• The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Minimum Grade Requirements for the BSED/E
• A candidate must earn a grade of "B" (grades of "I" and "B-") are not accepted) or better in the following courses in order to student teach: EDU 390, EED 498, EED 499
• Candidates must earn a "B" or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the BSED/E
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
• The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
• The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213 and MTH 214 requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements. The following courses in the Required Course of Study may not be waived: GEN 200, EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, RDG 415, SPE 300

General Education Requirements for the BSED/E
A minimum of 51 of the 120 credits must be in the general education areas approved by the University. English/Language Arts Requirement(s) 12 credits
Must include 3 credit lower division writing course and 3 credit upper division writing course
Mathematics Requirement(s) 12 credits
6 credits must include MTH 213 and MTH 214
Social Studies Requirement(s) 9 credits
3 credits must include HIS 301 or HIS 110
3 credits must include SOC 315
Physical/Biological Science Requirement(s) 6 credits
Must include at least 3 credits in Physical Science and 3 credits in

University of Phoenix, 2013-2014
COLLEGE OF EDUCATION (Online)

475
Candidates must be enrolled in Student Teaching Seminar I and
Student teachers who are removed from a placement at the
Bachelor of Science in Education program. Candidates must contact the
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Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Student teaching is the culminating experience of the Bachelor of Science in Education program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
- Student teaching must occur in a K-8 self-contained classroom setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings.
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- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching
Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

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This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.

EDU 315 ................................................................. 3 credits

Legal & Ethical Issues in Education
This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.

EDU 311 ................................................................. 3 credits

Models and Theories of Instruction
This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.

EDU 321 ................................................................. 3 credits

Classroom Management
This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.

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Child Development
This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.

EED 400 ................................................................. 3 credits

Assessment in Elementary Education
This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.

RDG 350 ................................................................. 3 credits

Children's Literature
This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied as well as the application of children's literature to instruction and assessment in reading. Methods for integrating the use of children's literature in all content areas will be examined.

RDG 420 ................................................................. 3 credits

Elementary Methods - Reading/Language Arts
This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.

RDG 415 ................................................................. 3 credits

Diagnosis and Remediation of Reading Difficulties
This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.

ESL 300 ................................................................. 3 credits

Teaching English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 300 ................................................................. 3 credits

Orientation to the Exceptional Learner
This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

EED 416 ................................................................. 3 credits

Elementary Methods - Mathematics
This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students' problem-solving skills.

EED 420 ................................................................. 3 credits
Elementary Methods - Science
This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 425 ................................................................. 3 credits

Elementary Methods - Health/PE
This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.
EED 430 ................................................................. 3 credits

Elementary Methods - Social Studies
This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.
EED 435 ................................................................. 3 credits

Elementary Methods - Fine Arts
This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.
EDU 390................................................................. 1 credit

Elementary Education Seminar
This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.
EED 498 ................................................................. 4 credits

Elementary Student Teaching, Seminar I
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 499 ................................................................. 4 credits

Elementary Student Teaching, Seminar II
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
MTH 213 ................................................................. 3 credits

Mathematics for Elementary Educators I
This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.
MTH 214 ................................................................. 3 credits

Math for Elementary Teachers II
This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.
SOC 315 ................................................................. 3 credits

Cultural Diversity
This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.
HIS 301 ................................................................. 3 credits

United States Constitution
This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution as well as amendments and the issues of slavery and civil rights as seen through major court decisions.
SOC 315 ................................................................. 3 credits

Cultural Diversity
This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.
HIS 110 ................................................................. 3 credits

US History to 1865
This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.

Bachelor of Science in Liberal Studies (California)

The following Bachelor of Science in Liberal Studies (BSLS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Liberal Studies (BSLS) is an undergraduate liberal studies program that combines content and pedagogical preparation required for multiple subject credential candidates.
Field experiences are integrated throughout the program, with a culminating student teaching experience. The program and field experiences are designed to emphasize mastery of state standards with ongoing assessment to measure candidate competency. State Licensure requirements include completion of a state-approved program, TB test, fingerprint verification, basic skills exam, content exam, and clinical student teaching experience. In addition to the requirements listed above, students seeking a California teaching license must also have:

- Certificate of Clearance;
- Pass CBEST, CSET, & RICA examinations;
- Successfully complete a US Constitution course;
- CalTPA assessments;
- Current CPR certification.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bls.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Program Category Requirements and Course Selections**

**Orientation, 0 total credits**

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**Introductory Course, 3 total credits**

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<tr>
<td>GEN 200</td>
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**Foundations of Education, 3 total credits**

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**Education Models & Theories, 6 total credits**

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<td>EDU 321CA</td>
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**Classroom Management**

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**Human Development, 3 total credits**

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**Reading, 3 total credits**

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**Special Populations, 6 total credits**

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<td>ELL 300</td>
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**Instruction and Assessment of English Language Learners**

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<tr>
<td>EED 438CA</td>
<td>3 credits</td>
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<td>EED 498CA</td>
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**Elementary Methods & Assessment, 6 total credits**

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<tbody>
<tr>
<td>EED 438CA</td>
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<td>EED 498CA</td>
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**Field Experience and Student Teaching, 8 total credits**

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<tr>
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**TPA, 2 total credits**

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**Subject Specific Pedagogy**

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<tr>
<td>TPA 002</td>
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**Designing Instruction**

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the BSLS**

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.
- Verification of negative TB test results
- A receipt of the Request for Certificate of Clearance.
- Students who reside outside of the state of California are not eligible to apply.
- Signed CalTPA Code of Honor

**Candidacy Status for the BSLS**

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling. Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 12 University of Phoenix credits from the Required Course of Study (Core) of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed:

- Demonstration of basic skills proficiency (CBEST)
- Verification of Certificate of Clearance
- Must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  - The candidate provides evidence of having passed the appropriate subject matter examination(s).
  - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  - The candidate provides evidence of registration for the next scheduled examination.
  - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Degree Completion Requirements for the BSLS**

- Completion of a minimum of 121 credits that include the following distribution:
  - A minimum of 43 upper division credits.
  - A minimum of 81 of the 121 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.5.
  - Satisfactory completion of CalTPA 1-4.
• Satisfactory completion of student teaching.
• Complete courses within the sequence specified by course prerequisite requirements.
• Meet state requirements as set forth by state of residency to receive state endorsement.
• Complete Field Experience Observation Record (100 hours).
• All students must complete the minimum number of credits required by their degree program.
• The diploma awarded for this program will read: Bachelor of Science in Liberal Studies

Academic Progression Requirements for the BSLS
Candidates must provide verification of content knowledge mastery prior to beginning student teaching. Candidates must provide:
• Verification of content knowledge mastery prior to student teaching (CSET content exam)
• Verification of Disposition Assessments (Self-Evaluation Dispositions Rubric & Personal Assessment Interview)
• Passing score on Teaching Performance Assessment CalTPA 1: Subject-Specific Pedagogy
• Passing score on Teaching Performance Assessment CalTPA 2: Designing Instruction
• Completion of all coursework prior to Student Teaching Seminar I & II with a 2.5 program GPA
• Verification of the completion of 100 hours of field experience. Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• All students must complete GEN 200 and BSLS 101CA as the first two courses at the University.
• BSLS students are not required to enroll in the First-Year Sequence.

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience. A candidate must earn a grade of "B" (Grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: HUM 375CA, PHL 310CA
A candidate must earn a grade of "C" (Grades of "I" and "C-" are not accepted) or better in the following course: HIS 110CA

Minimum Grade Requirements for the BSLS
• A candidate must earn a grade of "B" (Grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: EED 498CA, EED 499CA
• Candidates must earn a "B" or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the BSLS
Students must meet the established University residency requirement for degree conferral. The University requires that the major-

ity of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the required course of study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
• The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
• The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Students may use a 2 semester credit Constitution course to satisfy the HIS 305CA or HIS 110CA constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213CA and MTH 214CA requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: EED 498CA, EED 499CA, GEN 200

General Education Requirements for the BSLS
A minimum of 81 of the 121 credits must be in the general education areas approved by the University.

BSLS Orientation, 0 credits
Must include: BSLS 101CA, Orientation to Liberal Studies in Education English/Language Arts, 21 credits
Field Experience for BSLS

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through grade eight. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must be placed for field experience by the campus. A Certificate of Clearance and negative TB test is required prior to Field Experience placement.

Student Teaching for the BSLS

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

• Student teaching is the culminating experience of the Bachelor of Science in Liberal Studies program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
• Students must complete placements in two elementary grade levels. Placement must occur in two of the following grade levels: K-2, 3-5, 6. One placement is seven weeks and the other placement is eight weeks. These must be in self-contained classroom settings in which the candidate teaches 6 of the 7 multiple subject areas to the same group of students.
• Candidates must earn a “B” or better in Student Teaching Seminar I and II. If a candidate receives less than a “B” (B- or lower, or an incomplete grade), they must repeat the course.
• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
• Candidates must be placed for field experience. Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.
• Student teaching can only be repeated one time.
• Candidates that do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
• Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teaching Performance Assessment.

Institutional Recommendation for the BSLS

• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

• Candidates must provide verification of U.S. Constitution coursework (with a grade of “C” or better), or exam as required by the state certification agency.

• Candidates must provide proof of certification in cardio pulmonary resuscitation (CPR).

• Candidates must pass the RICA exam.

California Teaching Performance Assessment Policy
• Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

• Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to retake TPA 001 or TPA 002 courses if they have failed the corresponding assessment two times. This retake must be completed prior to the third attempt.

• Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.

• Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considering passing scores.

• Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.

TPA 1 and TPA 2 = 3 attempts
TPA 3 and TPA 4 = 2 attempts

• Students who transfer into the BSLS program and have documentation of passing TPA 1: Subject-Specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-Specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

Course Descriptions for the BSLS
EDU 300CA..............................................................................0 credits

Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teaching Performance Assessment (TPA), and technology resources will be discussed.

GEN 200 .....................................................................................3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

EDU 301CA..................................................................................3 credits

Models and Theories of Instruction
This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.

EDU 321CA ..................................................................................3 credits

Classroom Management
This course examines the strategies used in managing a positive elementary classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Students will develop an individual classroom management plan.

EDU 305CA ..................................................................................3 credits

Child Development
This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.

RDG 420CA ..................................................................................3 credits

Elementary Methods: Reading and Language Arts
This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.

SPE 300CA ..................................................................................3 credits

Orientation to the Exceptional Child
This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

ELL 300 ......................................................................................3 credits
Instruction and Assessment of English Language Learners

This course focuses on instruction for English Language Learners (ELs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multietnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

EED 436CA ................................................................. 3 credits

Elementary Methods: Social Science and Fine Arts

This course focuses on methodology and assessment strategies that enhance learning in social science and fine arts. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of social science and fine arts, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.

EED 438CA ................................................................. 3 credits

Elementary Student Teaching, Seminar I

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTAP Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.

EED 498CA ................................................................. 4 credits

Elementary Student Teaching, Seminar II

This course will focus on the elements of the CalTAP Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.

TPA 001 ................................................................. 1 credit

Subject Specific Pedagogy

This course addresses California’s Teaching Performance Assessment: Principles of Content-Specific and Developmentally Appropriate Pedagogy. Students will review the elements of this assessment and will demonstrate their knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy. Through this assessment process, students will learn the importance of their performance with K-12 students in mastering the knowledge, skills and abilities required of a beginning teacher, as exemplified in the Teacher Performance Expectations.

TPA 002 ................................................................. 1 credit

Designing Instruction

This course addresses the second task of California’s Teaching Performance Assessment: Designing Instruction, Connecting Instructional Planning to Student Characteristics for Academic Learning. Students will review the elements of the Designing Instruction Teaching Performance Assessment and will demonstrate their ability to learn important details about a classroom of students, an English learner, and a student who presents a different instructional challenge. Students will focus on how instructional planning connects to student characteristics of a whole class and to two focus students who present a different instructional challenge.

BSLS 101CA ............................................................. 0 credits

Orientation to Liberal Studies in Education

This course is an orientation to the primary components of the Bachelor of Science in Liberal Studies program. Students will be introduced to the program’s progression and degree completion requirements. Field experience, electronic resources, e-portfolio, teacher performance assessments, and student teaching will be discussed.

RDG 201CA ............................................................. 3 credits

Reading and Writing Concepts

This course builds a foundation in language acquisition and development to examine the concepts of reading, writing, spelling, and handwriting. Students explore children’s development in these areas and the implications for instruction. They also observe and reflect on language arts interactions and activities in a classroom setting.

MTH 213CA ............................................................. 3 credits

Mathematics for Elementary Educators I

This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations, and algebraic reasoning and problem solving.

MTH 214CA ............................................................. 3 credits

Mathematics for Elementary Educators II

This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability, and data analysis.

HIS 110CA ............................................................. 3 credits

U.S. History to 1865

This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period. This course includes philosophies of the Articles of Confederation and the U.S. Constitution.
HIS 305CA ................................................................. 3 credits

California State History
This course provides students with the political, economic, and social history of California. Topics include Pre-Columbian California; the early exploration and founding of California; the Gold Rush, the Railroad Era, and current challenges faced by the state.

ARTS 100CA ................................................................. 3 credits

Introduction to the Visual and Performing Arts
This course examines traditions and developments in the visual and performing arts genres including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre, along with an overview of its historical development in Western European tradition.

ARTS 230CA ................................................................. 3 credits

Survey of the Visual Arts
This course offers a foundation in the visual arts, elements, styles, and critical analysis for beginning art students. Emphasis is on identifying and explaining styles of visual arts from various cultures, eras, and places. The course focuses on the interpretation of art to understand meaning, and the ability to make critical judgment based on principles of art. Students learn to communicate ideas and expression through their own creative work in a two-dimensional, three-dimensional, video, or other time-based media.

ARTS 340CA ................................................................. 3 credits

Exploration of Western Classical Music
This course will introduce students to Western European music from the Baroque period through the beginning of the 20th Century. The course will emphasize the history, musical development, and accomplishments of the Baroque, Classical, Romantic, and Early 20th Century periods in music. Students will learn to recognize form, style, texture, and characteristics of each period by studying a variety of composers and the representative masterpieces of each period.

HUM 375CA ................................................................. 3 credits

Integrative Studies
This course introduces students to the concept of integrative study, which involves connecting the liberal arts to multiple subject education and integrating disciplines through the curriculum development process. Emphasis is placed on thinking critically and creatively about the relationships that exist among the disciplines of language arts, art, physical education, math, social studies, and science.

PHL 310CA ................................................................. 3 credits

Critical Thinking Across Disciplines
This course in critical thinking helps students develop the ability to reason clearly and critically. It includes an introduction to inductive and deductive logic, fallacious reasoning, assumptions, and problem solving techniques. Students will apply critical thinking skills in confirming knowledge, producing new ideas, research, and making connections across disciplines.

HPE 170CA ................................................................. 3 credits

Health and Physical Education
This course will help students understand the importance of a healthy lifestyle with the knowledge of human movement, motor skills, and learning. Students will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. It will also help students achieve goals of lifelong health; understand growth and development; and utilize health-related information, products, and services.

Bachelor of Science in Education/Elementary Education (Indiana)

The following Bachelor of Science in Education/Elementary Education (BSEd/E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Education/Elementary (BSEd-E) is an undergraduate degree program preparing candidates for teacher licensure. The guiding philosophy of the BSEd-E program is to provide students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 200 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsede.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Introductory Course, 3 total credits

GEN 200 ................................................................. 3 credits

Foundations for General Education and Professional Success

Orientation, 0 total credits

EDU 300 ................................................................. 0 credits

Orientation to Teacher Education

History and Foundations of Education, 3 total credits

EDU 301 ~ ................................................................. 3 credits

Foundations of Education

Educational Theories and Models, 6 total credits

EDU 311 ~ ................................................................. 3 credits

Models and Theories of Instruction

EDU 321 ................................................................. 3 credits

Classroom Management

Human Development, 3 total credits

EDU 305 ~ ................................................................. 3 credits

Child Development
Assessment, 3 total credits
EED 400 ................................................................................ 3 credits
Assessment in Elementary Education

Reading, 6 total credits
RDG 420 .......................................................... 3 credits
Elementary Methods - Reading/Language Arts
RDG 415 .......................................................... 3 credits
Diagnosis and Remediation of Reading Difficulties

Special Populations, 3 total credits
SPE 300 .............................................................................. 3 credits
Orientation to the Exceptional Child

Elementary Methods, 15 total credits
EED 416 ~ .......................................................... 3 credits
Elementary Methods - Mathematics
EED 420 ~ .......................................................... 3 credits
Elementary Methods - Science
EED 425 ~ .......................................................... 3 credits
Elementary Methods - Health/PE
EED 430 ~ .......................................................... 3 credits
Elementary Methods - Social Studies
EED 435 ~ .......................................................... 3 credits
Elementary Methods - Fine Arts

Student Teaching, 9 total credits
EDU 390 ~ ........................................................................ 1 credit
Elementary Education Seminar
EDU 498 ~ ........................................................................ 4 credits
Elementary Student Teaching, Seminar I
EDU 499 ~ ........................................................................ 4 credits
Elementary Student Teaching, Seminar II

The University reserves the right to modify the Required Course of Study.

Additional Admission Requirements for the BSED/E

All applicants are expected to meet the following admissions requirements:
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.

Candidate Status for the BSED/E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the BSED/E

- Completion of a minimum of 126 credits that include the following distribution:
  - A minimum of 48 upper division credits in the Required Program Category Preferred Sequence
  - A minimum of 69 of the 126 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.5.
  - Satisfactory completion and uploading of the Teacher Work Sample (TWS).
  - Satisfactory completion of any required internship, student teaching, and/or practicum courses.
  - Complete courses within the sequence specified by course prerequisite requirements.
  - Meet state requirements as set forth by state of residency to receive state endorsement.
  - Complete Field Experience Observation Record (100 hours).
  - All students must complete the minimum number of credits required by their degree program.
  - The diploma awarded for this program will read as: Bachelor of Science in Education Elementary Education

Academic Progression Requirements for the BSED/E

Candidates must provide verification of content knowledge mastery prior to beginning student teaching. Candidates must provide:
- Verification of content knowledge mastery prior to student teaching.
- Verification of immunization or TB test results (district specific)
- Verification of the completion of 100 hours of field experience

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All students must complete GEN 200 as their first course at the University.

Students must complete all General Education requirements prior to completion of EDU 390. Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the BSED/E

- A candidate must earn a grade of "B" (grades of "I" and "B-") are not accepted) or better in the following courses in order to student teach: EDU 390, EED 498, EED 499
- Candidates must earn a "B" or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching.
- The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.
Residency Requirements and Course Waivers for the BSED/E

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 21 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213 and MTH 214 requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: GEN 200, EDU 300, EDU 416, EED 498, EED 499, RDG 415, SPE 300

General Education Requirements for the BSED/E

A minimum of 69 of the 126 credits must be in the general education areas approved by the University.

Candidates must complete one of the following Content Areas: English/Language Arts, Mathematics, Social Studies or Science. The general education requirements are outlined below:

English/Language Arts Requirement(s) 12 credits

Must include 3 credits in Children’s Literature (RDG 350 or ENG 290), 3 credits in Speech/Oral Expression, 3 credits in Composition/Writing and 3 credits in Communication/English Language Arts

Mathematics Requirement(s) 12 credits

Must include MTH 213 and MTH 214

Physical/Biological Science Requirement(s) 9 credits

Must include 3 credits in Physical Science, 3 credits in Biological Science and 3 credits in Earth Science

Social Studies Requirement(s) 12 credits

Must include U.S. History, World Civilization and Cultural Diversity

Fine Arts Requirement(s) 6 credits

Must include music and art

Content Area Requirement(s) 18 credits

English/Language Arts, Mathematics, Science or Social Studies

Field Experience for BSED/E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through grade eight. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the BSED/E

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Student teaching is the culminating experience of the Bachelor of Science in Education program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
- Student teaching must occur in a K-8 self-contained classroom setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings.
- Candidates wishing to do their student teaching in a single subject in grades 6 - 8 must provide the following prior to Student Teaching I:
  - Transcripts documenting of a minimum of 24 semester credits in their content area
  - Passing scores on the state mandated content exam
- Candidates must earn a “B” or better in Elementary Education Seminar. If a candidate receives less than a “B” (B- or lower, or an incomplete grade), they must repeat the course.
• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.

• Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.

• Student teaching can only be repeated one time.

• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.

• Candidates that do not successfully complete the second student teaching program will be removed from the program and are not eligible for re-entry.

• Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.

• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

• Candidates must successfully pass the Elementary Education Seminar with a "B" or better.

• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.

• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the BSED/E
Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).

Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

• Candidates must pass their state-mandated professional knowledge exam.

• Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

• Indiana candidates must provide verification of current CPR/AED/Heimlich certification prior to being recommended for their credential.

Course Descriptions for the BSED/E
GEN 200................................................................................. 3 credits
Foundations of General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

EDU 300................................................................................ 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

EDU 301................................................................................ 3 credits
Foundations of Education
This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.

EDU 311................................................................................ 3 credits
Models and Theories of Instruction
This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.

EDU 321................................................................................ 3 credits
Classroom Management
This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.

EDU 305................................................................................ 3 credits
Child Development
This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.

EED 400................................................................................ 3 credits
Assessment in Elementary Education
This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.

RDG 420............................................................................... 3 credits
Elementary Methods - Reading/Language Arts
This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques
Elementary Methods - Mathematics
This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students’ problem-solving skills.
EED 420 ....................................................................................3 credits

Elementary Methods - Science
This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 425 ....................................................................................3 credits

Elementary Methods - Health/PE
This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.
EED 430 ....................................................................................3 credits

Elementary Methods - Social Studies
This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.
EED 435 ....................................................................................3 credits

Elementary Methods - Fine Arts
This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.
EDU 390 ....................................................................................1 credit

Elementary Education Seminar
This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.
EED 498 ....................................................................................4 credits

Children’s Literature
This course will examine the use of children’s literature in the elementary school classroom. Various genres will be studied as well as the application of children’s literature to instruction and assessment in reading. Methods for integrating the use of children’s literature in all content areas will be examined.
ENG 290 ....................................................................................3 credits

Children’s Literature in a Pluralistic Society
This course examines the social function of children’s literature from oral origins to modern anthologies, exploring messages in nursery rhymes, fairy tales, and early childhood fiction. Students will apply major schools of literary criticism and relate children’s literature to theoretical models of childhood. The course surveys readings across cultures (European/ American, Native American, African American, Asian, and Hispanic/ Latino), genres (nursery rhymes, fairy tales, picture books, early childhood fiction), and time periods. It addresses portrayals of ethnicity, race, class, and gender in children’s literature, and considers the implications of film adaptations of select children’s stories in a pluralistic society.
MTH 213 ....................................................................................3 credits

Mathematics for Elementary Educators I
This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics
taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.

MTH 214 .................................................................................. 3 credits
Math for Elementary Teachers II
This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

SOC 315.................................................................................... 3 credits
Cultural Diversity
This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.

HIS 301..................................................................................... 3 credits
United States Constitution
This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution know as the Bill of Rights as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.
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GRADUATE PROGRAMS

Admission Procedures

Application Process

Working adults seeking admission to the University’s graduate programs in business, management, information systems, nursing, counseling, or education begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Registered status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Registered status will be admitted to the degree program.

Applications of individuals who have not gained admission or enrolled in the University will be kept on file for one year. After that time, the applicant is required to submit a new application and material. A second application fee is not required.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application and application fee. University staff will process all requests for required transcripts on behalf of the student. However, it remains the student’s responsibility to ensure that all transcripts are submitted to the University. The student must sign a “Transcript Request Form” for each transcript being requested from educational institutions. The University’s application fee covers the student’s expense for requesting official transcripts.

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 their graduation, however, it remains the student’s responsibility to ensure that all transcripts are submitted to the University. The student must sign a “Transcript Request Form” for each transcript being requested from educational institutions. The University’s application fee covers the student’s expense for requesting official transcripts.

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1. If residing in the United States, have an appropriate immigrant or nonimmigrant status which does not prohibit educational studies
2. Satisfied the English language proficiency requirements through one of the approved methods or exceptions if not meeting English Language Proficiency requirements as outlined in the policy for their chosen program, and
3. Graduate applicants must have a professional evaluation report (or pre-eval completed by the Office of Admissions and Records from a country that the Office of Admissions & Records evaluates in-house) indicating that the student has the appropriate academic background to meet the admission requirements, and
4. All other program specific admission requirements must be met. An applicant who has earned an undergraduate degree, or other transfer credit, from an institution outside of the United States, but has earned a Master’s degree from a regionally accredited or approved nationally accredited institution is eligible to enroll in the University at the graduate level provided all program specific policies have been met by the previous credential earned without requiring an evaluation of the previous international credentials. For applicants with academic records from colleges or universities earned outside of the United States, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation to determine comparability of previous academic studies for unofficial placement and advisement purposes. Internal evaluation practices utilized by the central Office of Admissions and Evaluation follow standards and practices defined by the National Association of Foreign Student Administrators (NAFSA) and the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Certain programs that lead to certification may require students to have an evaluation performed by an external evaluation agency that is approved by both the University and the state in which the student seeks certification. Limitations exist on the countries in which internal pre-evaluation, verification or evaluation services can be conducted through the Central Office of Admissions and Evaluation and campus personnel should be contacted for a list of current services.

Students using foreign academic records to satisfy an admission requirement will not be eligible to attend classes prior to the University receiving a favorable evaluation from an approved credentials evaluation service or evaluation performed by the Central Office of Admissions and 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.

Graduate Admission Requirements

For graduate education and doctoral admission requirements please refer to the education and doctoral section(s) of the catalog. Most graduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - achieved a minimum score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a 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 completed and signed graduate application and application fee
• A signed Enrollment/Disclosure Agreement.
• Completion of any state-specific required documents or forms. Students who begin their studies at campuses located in the states listed below are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.
• Students attending a local campus in Oklahoma must provide written documentation of vaccinations or immunity against Hepatitis B, measles, mumps, and rubella (MMR). Students must demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.
• Students attending a physical campus in the state of Tennessee are required to submit a Hepatitis B Waiver form to the University.

Students attending a local campus in the states listed below are required to submit health insurance information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.
• Full-time students enrolled at a public or private institution of higher learning in New Jersey are required by law to maintain health insurance coverage, either through a school sponsored health insurance plan, or an alternate plan with comparable coverage. All students attending a local campus in New Jersey must complete the Student Health Insurance Election form indicating either that they have either enrolled in the University’s sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not 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.

• Full and part-time students enrolled in a college, university or other institution of higher learning in Massachusetts must participate in a school sponsored health insurance plan, or an alternate plan with comparable coverage. All full and part-time students attending a Massachusetts local campus must complete the Student Health Insurance Plan Enrollment/Acknowledgement form indicating either that they have either enrolled in the University’s sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not complete the Enrollment/Acknowledgement form each calendar year may not enroll in further courses until the form has been completed and the student has appropriate health insurance coverage.

Students who begin their studies at campuses located in Hawaii are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

The Hawaii State Department of Health requires that all students attending school at a campus in this state who were born after December 31, 1956, be immunized for measles-mumps-rubella (MMR). Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university. Exemptions from the MMR immunization requirement may be granted for the following reasons:
• A medical exemption may be granted to specific vaccines.
  • A U.S. licensed physician (M.D. or D.O.) must state in writing that giving a specific vaccine would endanger the student’s life or health, and specify the reason based on valid medical contraindications.
  • The physician must state the length of time during which the vaccine would endanger the student’s health or life.
  • The exemption certification must be signed by the physician on the physician’s printed stationery.
• A religious exemption may be granted if the student signs a statement certifying that the student’s religious beliefs prohibit the practice of immunization.
• If the State of Hawaii Director of Health determines that there is a danger of an outbreak from any of the diseases for which immunization is required, no exemption shall be recognized and inadequately immunized students shall be excluded from school until the Director has determined that the outbreak is over.
• A copy of each exemption must be kept in the student’s health record at school.

The Hawaii State Department of Health requires that all students attending school at a campus in this state shall provide a Certificate of TB Examination issued in the United States within 12 months prior to their first attendance in a post-secondary school in Hawaii. A completed Certificate of TB Examination shall be submitted prior to the first night of class or the student will not be permitted to attend class. Students shall complete Section A of this form, or submit a copy of their TB Clearance Certification received prior to their attendance at another Hawaii post-secondary school.

Students residing in the state of Connecticut are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

In accordance with Section 10a-155 of the Connecticut general statutes, all full time or matriculating students will be required to demonstrate proof of adequate immunization against measles, mumps, rubella (MMR) and varicella as recommended by the Advisory Committee for Immunization Practices (ACIP). For more specific state information, refer to the link below. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

Exemptions from the MMR and varicella immunization requirements may be granted for the following reasons:

• The student was born before January 1, 1957 (applicable to MMR vaccine only).
• The student was born in the United States before January 1, 1980 (applicable to the varicella (chicken pox) vaccine only)
• The student has documentation from a physician stating that it is medically inadvisable to receive the vaccines for the one or more of the diseases as indicated on the immunization form.
• The student has documentation from a physician or director of health that he/she has had a confirmed case of one or more of the diseases as indicated on the immunization form.
• The student has laboratory confirmation of immunity to the disease(s) as indicated on the immunization form.
• The student has submitted a statement that immunization is contrary to his/her religious beliefs.
• The student is enrolled exclusively in the Online Campus and does not congregate with other students on campus or at campus-sponsored events. If the student later decides to attend a class at a University of Phoenix local campus location in Connecticut, the student must meet the immunization requirements before he/she may begin attending classes at a local campus location.
• The student graduated from a public or nonpublic high school in the state of Connecticut in 1999 or later and was not exempt from the measles, rubella and on or after August 1, 2010, the mumps vaccination requirement pursuant to subdivision (2) or (3) of subsection (a) of section 10-204a.

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**Estimated Program Length**

To determine the number of months it takes to complete the program as designed, add all the credit hours in a given program, divide the result by 24 credit hours and then multiply the result by the number of months in the academic year for the degree (Associates = 9 months in an academic year, Bachelors = 10 months in an academic year, Masters/Doctoral = 12 months in an academic year, Undergraduate Certificate = 10 months in an academic year and Graduate Certificate = 12 months in an academic year). Example: Associate program is 60 credits. Divide 60 credit hours by 24 credit hours \((60/24 = 2.5)\). Then multiply the result by the number of months in the academic year for the degree \((2.5 \times 9 \text{ months} = 22.5 \text{ months})\).
COLLEGE OF CRIMINAL JUSTICE AND SECURITY

The College of Criminal Justice and Security prepares students for professional and management-related career opportunities in criminal justice and security by applying a multidisciplinary comparative management approach to criminal justice theory and application. Students will be prepared to understand, explain, and predict criminal justice and security concepts and to contribute to the development of public and private policy within communities.

Our mission is to enhance the academic preparation and professionalism of the nation’s criminal justice and security communities through access to quality criminal justice and security higher education. The College of Criminal Justice and Security provides innovative, respected, relevant, affordable, and student-focused programs, designed to prepare students for opportunities of service and leadership in a diverse, global society. Curriculum is delivered by experts who relate both theory and practice in this evolving field. The College has earned respect through continuous improvement driven by a combination of innovation in the field and empirical evidence of learning outcomes, all of which is accomplished through the integrity, teamwork, and creativity of college faculty and staff. We are a respected criminal justice and security college, known for its distinctive strengths in providing superior and relevant educational programs to its students.

It is the student’s responsibility to ascertain whether their past history and conduct may prohibit their placement or participation in the criminal justice and security field. The University makes no guarantee or representation that the student will meet all qualifications for such employment or licensure for the occupation or profession related to the chosen program.

Master of Science/Administration of Justice and Security Bridge

The following Master of Science/Administration of Justice and Security Bridge (MS/AJS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science/Administration of Justice and Security (MS/AJS) Bridge program is designed for students who are interested in pursuing the MS/AJS degree, but may not have a background in the criminal justice (law enforcement, criminal courts, or corrections) and/or security fields. The Bridge program consists of four courses that provide a foundational framework for student success in the MS/AJS program. Students are required to complete courses in criminal justice, criminal court systems, correctional processes and penal systems, and security before entering the core MS/AJS degree program. Upon completion of these courses, students will be familiar with issues and trends influencing criminal justice and security and will be prepared to gain skills and knowledge to enter today’s dynamic criminal justice and security fields.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ms-ajs.

MS/AJS Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Introduction to Criminal Justice, 1 total credit
AJ 501 Introduction to Criminal Justice and Security

Bridge Coursework, 12 total credits

AJ 502 Survey of Criminal Justice

Finance, 3 total credits
AJ 522 Survey of Finance

Legal Issues in Justice and Security, 3 total credits
AJ 552 Survey of Legal Issues in Justice and Security

Organizational Administration, 3 total credits
AJ 512 Survey of Organizational Administration

Survey of Criminal Court Systems, 3 total credits
AJ 532 Survey of Criminal Court Systems

Survey of Correctional Processes and Penal Systems, 3 total credits
AJ 542 Survey of Correctional Processes and Penal Systems

Survey of Criminal Justice, 3 total credits
AJ 552 Survey of Criminal Justice

Survey of Security, 3 total credits
AJ 562 Survey of Security

Survey of Security Bridge, 12 total credits
AJ 572 Survey of Security Bridge

Survey of Security Professionalization, 3 total credits
AJ 582 Survey of Security Professionalization

Concepts of Physical and Personal Protection, 3 total credits
AJ 592 Concepts of Physical and Personal Protection

CJA 491 Survey of Criminal Court Systems
CJA 492 Survey of Correctional Processes and Penal Systems
CJA 495 Survey of Criminal Justice
CJA 496 Survey of Security
CJA 497 Survey of Security Bridge
CJA 498 Survey of Security Professionalization
CJA 499 Survey of Security Professionalization
Forensic Science/Psychological Profiling, 3 total credits
AJS 592 ~ .................................................................3 credits

Forensic Science and Psychological Profiling

Capstone Course, 3 total credits
AJS 595 ~ .................................................................3 credits

Program Development and Evaluation

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MS/AJS

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

- Applicants to the Bridge version must have a minimum of three (3) years of full-time, post high school professional work experience for admission. Students will be required to enroll in the Bridge version and must complete four (4) MS/AJS bridge courses; CJA 490, CJA 491, CJA 492 and SEC 493.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

- Signed Criminal Conviction Prohibition Acknowledgement Form.

Degree Requirements for the MS/AJS

- Completion of a minimum of 49 credits.

- A minimum program grade point average (GPA) of 3.0.

- The diploma awarded for this program will read as: Master of Science

- Administration of Justice and Security

Grades earned in MS/AJS bridge courses are calculated in the MS/AJS grade point average (GPA).

Academic Progression Requirements for the MS/AJS

- Students enrolling in this bridge program must complete the four MS/AJS bridge courses CJA 490, CJA 491, CJA 492 and SEC 493 with a "C" or better.

Minimum Grade Requirements for the MS/AJS

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: CJA 490, CJA 491, CJA 492, SEC 493. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.

- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.

- If the student does not receive a grade of "C" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MS/AJS

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.

- Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

- Students enrolled in the bridge version may waive the four (4) undergraduate bridge courses in addition to 9 credits from the required course of study.

- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

  - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

  - The following courses in the Required Course of Study may not be waived: AJS 595

Course Descriptions for the MS/AJS

AJS 501 ...............................................................................1 credit

Introduction to Graduate Study in Criminal Justice and Security

This course provides new graduate students in the college with an introduction to strategies for success within the university's adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.
CJA 490 ................................................................. 3 credits
Survey of Criminal Justice
This course is a survey which explores the organizational differences and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies; and the related processes involved in the criminal justice system. It surveys the historical aspects of the police, the courts, and the correctional system, as well as explains the foundational relevance of these components to the overall functioning of the criminal justice system. Additionally, special issues and challenges faced by each of these areas will be considered.

CJA 491 ................................................................. 3 credits
Survey of Criminal Court Systems
This course is a survey to the historical aspects of the courts and various components of the legal system. It examines the different types of court at the state and federal levels, courtroom players, courtroom processes, and post conviction process of the court system. Additionally, it illustrates the correlation among all courtroom participants, differentiates roles and responsibilities, and examines how they relate to one another.

CJA 492 ................................................................. 3 credits
Survey of Correctional Processes and Penal Systems
This course is a survey to the various components of the correctional system and penal reform within the criminal justice system. It provides an overview of corrections, jails and prisons including their history, the players involved and their roles, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners. The course ends with international perspectives of imprisonment and global correctional systems.

SEC 493 ................................................................. 3 credits
Survey of Security
This course is a survey which explores proprietary and contract security operations and differentiates the benefits of each within organizational security, as well as provides an introduction to various areas of security. Other topics that are covered include the purposes, objectives, procedures, risks, and types of organizations associated with the respective security specializations. Additionally, it examines security trends pertaining to Homeland Security and security technology.

AJS 502 ................................................................. 3 credits
Survey of Justice and Security
This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.

AJS 512 ................................................................. 3 credits
Organizational Administration in Justice and Security
This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.

AJS 522 ................................................................. 3 credits
Finance and Budgeting in Justice and Security
This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice organization, concepts and principles underlying financial practices, and operational planning and budgeting.

AJS 532 ................................................................. 3 credits
Ethics in Justice and Security
This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.

AJS 542 ................................................................. 3 credits
Criminological Theory
This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization is included.

AJS 552 ................................................................. 3 credits
Legal Issues in Justice and Security
This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.

AJS 562 ................................................................. 3 credits
Organizational Risk and Incident Management
This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, it will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include defining risk, planning factors for critical incident response, lessons learned.

AJS 572 ................................................................. 3 credits
Cybercrimes and Information Systems Security
This course provides an overview of the nature of criminal activity that is facilitated through or that targets information systems. The course also reviews security measures that are designed to protect the software, hardware and data associated with information systems.

AJS 582 ................................................................. 3 credits
Public Policy Issues
This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.

AJS 585 ................................................................. 3 credits
Concepts of Physical and Personal Protection
This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.
AJS 592 ................................................................. 3 credits

Forensic Science and Psychological Profiling
This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling, and the application of scientific methodologies to the investigative process.

AJS 595 ................................................................. 3 credits

Program Development and Evaluation
This course prepares the student to identify operational goals and to design programs with associated policies and procedures required for the successful achievement of performance objectives.

Master of Science/Administration of Justice and Security Concentration in Global and Homeland Security

The following Master of Science/Administration of Justice and Security Concentration in Global and Homeland Security (MS/AJS-GHS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Administration of Justice and Security degree program offers concentrations in Global and Homeland Security and in Law Enforcement Organizations. The concentration in Global and Homeland Security provides students with the knowledge to administer security programs within organizations. Developing a foundation of related theory, the concentration includes topics such as; critical incident management, intelligence, cybercrime, organizational performance, and technology. While distinctions between the roles of Criminal Justice and Security organizations are addressed, the concentration emphasizes administrative responsibilities common to security and Homeland Security organizations.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ms-ajs.

MS/AJS-GHS Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Introduction to Criminal Justice, 1 total credit
AJS 501 ................................................................. 1 credit
Introduction to Graduate Study in Criminal Justice and Security

Survey of Justice, 3 total credits
AJS 502 ~ ............................................................ 3 credits
Survey of Justice and Security

Organizational Administration, 3 total credits
AJS 512 ~ ............................................................ 3 credits
Organizational Administration in Justice and Security

Finance, 3 total credits
AJS 522 ~ ............................................................ 3 credits
Finance and Budgeting in Justice and Security

Ethics, 3 total credits
AJS 532 ~ ............................................................ 3 credits
Ethics in Justice and Security

Criminological Theory, 3 total credits
AJS 542 ~ ............................................................ 3 credits
Criminological Theory

Legal Issues in Justice and Security, 3 total credits
AJS 552 ~ ............................................................ 3 credits
Legal Issues in Justice and Security

Organizational Risk, 3 total credits
AJS 562 ~ ............................................................ 3 credits
Organizational Risk and Incident Management

Capstone Course, 3 total credits
AJS 595 ~ ............................................................ 3 credits
Program Development and Evaluation

Leadership and Public Policy in Global/Homeland Security, 3 total credits
GHS 563 ~ ........................................................ 3 credits
Leadership and Public Policy in Global/Homeland Security

Intelligence Integration in Global/Homeland Security, 3 total credits
GHS 573 ~ ........................................................ 3 credits
Intelligence Integration in Global/Homeland Security

Multi-disciplinary Global and Homeland Security Issues, 3 total credits
GHS 583 ~ ........................................................ 3 credits
Multi-disciplinary Global and Homeland Security Issues

Critical Infrastructure Analysis and Protection, 3 total credits
GHS 593 ~ ........................................................ 3 credits
Critical Infrastructure Analysis and Protection

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MS/AJS-GHS

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
• A minimum equivalent of three (3) years of full-time, post-high school professional work experience in policing, criminal courts or correctional service (community or institutional), or security AND a minimum of 15 semester credit hours (minimum "C" grade or better) in Criminal Justice, Justice Studies or Administration of Justice or Security

OR

• An undergraduate degree (includes completion of a major/ minor/focus or concentrations of at least 21 credit hours) in any field of Criminal Justice, Justice Studies, Administration of Justice, or Security AND a minimum equivalent of three (3) years of full-time, post-high school professional work experience which can be in any field.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

• Signed Criminal Conviction Prohibition Acknowledgement Form.

Degree Requirements for the MS/AJS-GHS

• Completion of a minimum of 37 credits.

• A minimum program grade point average (GPA) of 3.0.

• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Master of Science
Administration of Justice and Security

Residency Requirements and Course Waivers for the MS/AJS-GHS

• Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.

• Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

• In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
  • The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  • The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
  • The following courses in the Required Course of Study may not be waived: AJS 595

Course Descriptions for the MS/AJS-GHS

AJ S 501 ......................................................................................... 1 credit
Introduction to Graduate Study in Criminal Justice and Security
This course provides new graduate students in the college with an introduction to strategies for success within the university's adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.
AJ S 502 ......................................................................................... 3 credits
Survey of Justice and Security
This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.
AJ S 512 ......................................................................................... 3 credits
Organizational Administration in Justice and Security
This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.
AJ S 522 ......................................................................................... 3 credits
Finance and Budgeting in Justice and Security
This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice organization, concepts and principles underlying financial practices, and operational planning and budgeting.
AJ S 532 ......................................................................................... 3 credits
Ethics in Justice and Security
This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.
AJ S 542 ......................................................................................... 3 credits
Criminological Theory
This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.
AJ S 552 ......................................................................................... 3 credits
Legal Issues in Justice and Security
This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.
AJS 562 ................................................................. 3 credits
Organization Risk and Incident Management
This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, it will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include defining risk, planning factors for critical incident response, lessons learned.

AJ 595 ........................................................................ 3 credits
Program Development and Evaluation
This course prepares the student to identify operational goals and to design programs with associated policies and procedures required for the successful achievement of performance objectives.

GHS 563 ................................................................. 3 credits
Leadership and Public Policy in Global/Homeland Security
This course is designed to provide students with an understanding of how public organizations deal with the threat of various forms of terrorism. Leadership and management responsibilities are considered. Students will understand the importance of interdisciplinary security in developing comprehensive protection plans and policies designed to reduce the vulnerability associated with deliberate violent acts.

GHS 573 ................................................................. 3 credits
Intelligence Integration in Global/Homeland Security
This course allows students to explore the collaboration of intelligence and law enforcement communities (intelligence-led policing) for human welfare and safety in global and homeland environments. Students will review the development and implementation of counterterrorism initiatives based on terrorism intelligence and emerging threats to homeland security. Students will also examine recommendations of the Global Intelligence Working Group (GIWG) and evaluate operational expectations of law enforcement and federal intelligence analysts, law enforcement administrators, and first responding officers responsible for global and homeland security. Students will also explore the importance of keeping local law enforcement intelligence and national security intelligence separate, but recognize methods for federal, state, and local law enforcement agencies to share and dispense intelligence.

GHS 583 ................................................................. 3 credits
Multi-disciplinary Global and Homeland Security Issues
This course explores current and future issues in global and homeland security. Students will evaluate domestic border security and global immigration control. Students will understand the importance of planning for the prevention of domestic and international terrorism acts and other critical incidents and develop an understanding of gathering, using, and sharing appropriate intelligence. They will explore the collaboration and development of partnerships with private security organizations. Students will develop methods for coordinating emergency management efforts and discuss the psychological and sociological effects of terrorism and other critical incidents. The new skills and knowledge gained will add to the protection, safety, and security of our society.

GHS 593 ................................................................. 3 credits
Critical Infrastructure Analysis and Protection
This course focuses on systems analysis in the context of critical infrastructure protection. The course provides a strategic perspective of the Critical Infrastructure Protection (CIP) efforts in the United States. This includes preparation and response to critical events. Practical approaches to CIP are considered including threat assessment and vulnerability identification. Risk assessment methodologies, physical protection system design, cybersecurity, and emergency response protocols are also discussed.

Master of Science/Administration of Justice and Security Concentration in Global and Homeland Security Bridge

The following Master of Science/Administration of Justice and Security Concentration in Global and Homeland Security Bridge (MS/AJS-GHS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Administration of Justice and Security degree program offers concentrations in Global and Homeland Security and in Law Enforcement Organizations. The concentration in Global and Homeland Security provides students with the knowledge to administer security programs within organizations. Developing a foundation of related theory, the concentration includes topics such as; critical incident management, intelligence, cybercrime, organizational performance, and technology. While distinctions between the roles of Criminal Justice and Security organizations are addressed, the concentration emphasizes administrative responsibilities common to security and Homeland Security organizations. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ms-aids.

MS/AJS-GHS Program Category Requirements
Courses requiring prerequisites are identified by a ~ symbol following the course number.

Introduction to Criminal Justice, 1 total credit
AJS 501 ........................................................................ 1 credit
Introduction to Graduate Study in Criminal Justice and Security
Bridge Coursework, 12 total credits
CJA 490 ................................................................. 3 credits
Survey of Criminal Justice
CJA 491 ................................................................. 3 credits
Survey of Criminal Court Systems
CJA 492 ................................................................. 3 credits
Survey of Correctional Processes and Penal Systems
SEC 493 ................................................................. 3 credits
Survey of Security
Survey of Justice, 3 total credits
AJS 502 ~.................................................................3 credits
Survey of Justice and Security
Organizational Administration, 3 total credits
AJS 512 ~.................................................................3 credits
Organizational Administration in Justice and Security
Finance, 3 total credits
AJS 522 ~.................................................................3 credits
Finance and Budgeting in Justice and Security
Ethics, 3 total credits
AJS 532 ~.................................................................3 credits
Ethics in Justice and Security
Criminological Theory, 3 total credits
AJS 542 ~.................................................................3 credits
Criminological Theory
Legal Issues in Justice and Security, 3 total credits
AJS 552 ~.................................................................3 credits
Legal Issues in Justice and Security
Organizational Risk, 3 total credits
AJS 562 ~.................................................................3 credits
Organizational Risk and Incident Management
Capstone Course, 3 total credits
AJS 595 ~.................................................................3 credits
Program Development and Evaluation
Leadership and Public Policy in Global/Homeland Security, 3 total credits
GHS 563 ~.................................................................3 credits
Leadership and Public Policy in Global/Homeland Security
Intelligence Integration in Global/Homeland Security, 3 total credits
GHS 573 ~.................................................................3 credits
Intelligence Integration in Global/Homeland Security
Multi-disciplinary Global and Homeland Security Issues, 3 total credits
GHS 583 ~.................................................................3 credits
Multi-disciplinary Global and Homeland Security Issues
Critical Infrastructure Analysis and Protection, 3 total credits
GHS 593 ~.................................................................3 credits
Critical Infrastructure Analysis and Protection
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MS/AJS-GHS
All applicants are expected to meet the following admissions requirements:

• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
• Applicants to the Bridge version must have a minimum of three (3) years of full-time, post high school professional work experience for admission. Students will be required to enroll in the Bridge version and must complete four (4) MS/AJS bridge courses; CJA 490, CJA 491, CJA 492 and SEC 493.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
• Signed Criminal Conviction Prohibition Acknowledgement Form.

Degree Requirements for the MS/AJS-GHS

• Completion of a minimum of 49 credits.
• A minimum program grade point average (GPA) of 3.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: "Master of Science in Administration of Justice and Security"

Grades earned in MS/AJS bridge courses are calculated in the MS/AJS grade point average (GPA).

Academic Progression Requirements for the MS/AJS-GHS

• Students enrolling in this bridge program must complete the four MS/AJS bridge courses CJA 490, CJA 491, CJA 492 and SEC 493 with a "C" or better.

Minimum Grade Requirements for the MS/AJS-GHS

• Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: CJA 490, CJA 491, CJA 492 and SEC 493. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.
• If the student does not receive a grade of "C" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MS/AJS-GHS

• Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.
• Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
• Students enrolled in the bridge version may waive the four (4) undergraduate bridge courses in addition to 9 credits from the required course of study.
In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: AJS 595

Course Descriptions for the MS/AJS-GHS

AJS 501 Introduction to Graduate Study in Criminal Justice and Security
This course provides new graduate students in the college with an introduction to strategies for success within the university’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

CJA 490 Survey of Criminal Court Systems
This course is a survey which explores the organizational differences and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies; and the related processes involved in the criminal justice system. It surveys the historical aspects of the police, the courts, and the correctional system, as well as explains the foundational relevance of these components to the overall functioning of the criminal justice system. Additionally, special issues and challenges faced by each of these areas will be considered.

CJA 491 Survey of Criminal Justice
This course is a survey which explores the organizational differences and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies; and the related processes involved in the criminal justice system. It surveys the historical aspects of the police, the courts, and the correctional system, as well as explains the foundational relevance of these components to the overall functioning of the criminal justice system. Additionally, special issues and challenges faced by each of these areas will be considered.

CJA 492 Survey of Correctional Processes and Penal Systems
This course is a survey to the various components of the correctional system and penal reform within the criminal justice system. It provides an overview of corrections, jails and prisons including their history, the players involved and their roles, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners. The course ends with international perspectives of imprisonment and global correctional systems.

CJA 493 Survey of Security
This course is a survey which explores proprietary and contract security operations and differentiates the benefits of each within organizational security, as well as provides an introduction to various areas of security. Other topics that are covered include the purposes, objectives, procedures, risks, and types of organizations associated with the respective security specializations. Additionally, it examines security trends pertaining to Homeland Security and security technology.

AJS 502 Organizational Administration in Justice and Security
This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.

AJS 512 Finance and Budgeting in Justice and Security
This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice organization, concepts and principles underlying financial practices, and operational planning and budgeting.

AJS 532 Ethics in Justice and Security
This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.

AJS 542 Criminological Theory
This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.

AJS 552 Legal Issues in Justice and Security
This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.
Leadership and Public Policy in Global/Homeland Security

This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, it will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include defining risk, planning factors for critical incident response, lessons learned.

AJS 595 ......................................................... 3 credits

Program Development and Evaluation

This course prepares the student to identify operational goals and to design programs with associated policies and procedures required for the successful achievement of performance objectives.

GHS 563 ......................................................... 3 credits

Leadership and Public Policy in Global/Homeland Security

This course is designed to provide students with an understanding of how public organizations deal with the threat of various forms of terrorism. Leadership and management responsibilities are considered. Students will understand the importance of interdisciplinary security in developing comprehensive protection plans and policies designed to reduce the vulnerability associated with deliberate violent acts.

GHS 573 ......................................................... 3 credits

Intelligence Integration in Global/Homeland Security

This course allows students to explore the collaboration of intelligence and law enforcement communities (intelligence-led policing) for human welfare and safety in global and homeland environments. Students will review the development and implementation of counterterrorism initiatives based on terrorism intelligence and emerging threats to homeland security. Students will also examine recommendations of the Global Intelligence Working Group (GIWG) and evaluate operational expectations of law enforcement and federal intelligence analysts, law enforcement administrators, and first responding officers responsible for global and homeland security. Students will also explore the importance of keeping local law enforcement intelligence and national security intelligence separate, but recognize methods for federal, state, and local law enforcement agencies to share and dispense intelligence.

GHS 583 ......................................................... 3 credits

Multi-disciplinary Global and Homeland Security Issues

This course explores current and future issues in global and homeland security. Students will evaluate domestic border security and global immigration control. Students will understand the importance of planning for the prevention of domestic and international terrorism acts and other critical incidents and develop an understanding of gathering, using, and sharing appropriate intelligence. They will explore the collaboration and development of partnerships with private security organizations. Students will develop methods for coordinating emergency management efforts and discuss the psychological and sociological effects of terrorism and other critical incidents. The new skills and knowledge gained will add to the protection, safety, and security of our society.

GHS 593 ......................................................... 3 credits

Critical Infrastructure Analysis and Protection

This course focuses on systems analysis in the context of critical infrastructure protection. The course provides a strategic perspective of the Critical Infrastructure Protection (CIP) efforts in the United States. This includes preparation and response to critical events. Practical approaches to CIP are considered including threat assessment and vulnerability identification. Risk assessment methodologies, physical protection system design, cybersecurity, and emergency response protocols are also discussed.

Master of Science/Administration of Justice and Security Concentration in Law Enforcement Organizations

The following Master of Science/Administration of Justice and Security Concentration in Law Enforcement Organizations (MS/AJS-LEO) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Administration of Justice and Security degree program offers concentrations in Global and Homeland Security and in Law Enforcement Organizations. The Law Enforcement Organizations concentration provides students with the general knowledge needed to perform in supervisory, administrative, and executive roles within law enforcement organizations. The concentration emphasizes intelligence operations, organizational behavior, budgeting, planning, and technology.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ms-aajs.

MS/AJS-LEO Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Introduction to Criminal Justice, 1 total credit

AJS 501 ............................................................. 1 credit

Introduction to Graduate Study in Criminal Justice and Security

Survey of Justice, 3 total credits

AJS 502 ............................................................. 3 credits

Survey of Justice and Security

Organizational Administration, 3 total credits

AJS 512 ............................................................. 3 credits

Organizational Administration in Justice and Security

Finance, 3 total credits

AJS 522 ............................................................. 3 credits

Finance and Budgeting in Justice and Security

Ethics, 3 total credits

AJS 532 ............................................................. 3 credits

Ethics in Justice and Security
Criminological Theory, 3 total credits
AJS 542 ~ .................................................................3 credits
Criminological Theory
Legal Issues in Justice and Security, 3 total credits
AJS 552 ~ .................................................................3 credits
Legal Issues in Justice and Security
Public Policy Issues, 3 total credits
AJS 582 ~ .................................................................3 credits
Public Policy Issues
Capstone Course, 3 total credits
AJS 595 ~ .................................................................3 credits
Program Development and Evaluation
Law Enforcement Intelligence Operations, 3 total credits
LEO 563 ~ .................................................................3 credits
Law Enforcement Intelligence Operations
Organizational Performance, Analysis and Decision Making, 3 total credits
LEO 573 ~ .................................................................3 credits
Organizational Performance, Analysis, and Decision Making
Strategic Planning for the Law Enforcement Sector, 3 total credits
LEO 583 ~ .................................................................3 credits
Strategic Planning for the Law Enforcement Sector
Technology for the Law Enforcement Executive, 3 total credits
LEO 593 ~ .................................................................3 credits
Technology for the Law Enforcement Executive

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MS/AJS-LEO
All applicants are expected to meet the following admission requirements:
• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
• A minimum equivalent of three (3) years of full-time, post-high school professional work experience in policing, criminal courts or correctional service (community or institutional), or security AND a minimum of 15 semester credit hours (minimum "C-") grade or better) in Criminal Justice, Justice Studies or Administration of Justice or Security OR
• An undergraduate degree (includes completion of a major/minor/focus or concentrations of at least 21 credit hours) in any field of Criminal Justice, Justice Studies, Administration of Justice, or Security AND a minimum equivalent of three (3) years of full-time, post-high school professional work experience which can be in any field.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
• Signed Criminal Conviction Prohibition Acknowledgement Form.

Degree Requirements for the MS/AJS-LEO
• Completion of a minimum of 37 credits.
• A minimum program grade point average (GPA) of 3.0.
• Concentrations reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Science
  Administration of Justice and Security

Residency Requirements and Course Waivers for the MS/AJS-LEO
• Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.
• Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
• In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
  • The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  • The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• The following courses in the Required Course of Study may not be waived: AJS 595
Course Descriptions for the MS/AJS-LEO

**AJS 501** Introduction to Graduate Study in Criminal Justice and Security
1 credit
This course provides new graduate students in the college with an introduction to strategies for success within the university's adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

**AJS 502** Survey of Justice and Security
3 credits
This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.

**AJS 512** Organizational Administration in Justice and Security
3 credits
This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.

**AJS 522** Finance and Budgeting in Justice and Security
3 credits
This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice organization, concepts and principles underlying financial practices, and operational planning and budgeting.

**AJS 532** Ethics in Justice and Security
3 credits
This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.

**AJS 542** Criminological Theory
3 credits
This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.

**AJS 552** Legal Issues in Justice and Security
3 credits
This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.

**AJS 582** Public Policy Issues
3 credits
This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.

**AJS 595** Program Development and Evaluation
3 credits
This course prepares the student to identify operational goals and to design programs with associated policies and procedures required for the successful achievement of performance objectives.

**LEO 563** Law Enforcement Intelligence Operations
3 credits
This course examines the basic tools utilized in addressing criminal activity and security issues, relating to the gathering of intelligence. This course provides students with knowledge and resources to effectively identify, gather, and analyze information obtained through either human or electronic means. Students will comprehend the resources available for conducting investigations. Through examination of organizations comprising the intelligence community students will recognize how public and private sector partnerships can promote efficiency and effectiveness.

**LEO 573** Organizational Performance, Analysis, and Decision Making
3 credits
This course examines the basic tools utilized in addressing criminal activity and security issues, relating to the gathering of intelligence. This course provides students with knowledge and resources to effectively identify, gather, and analyze information obtained through either human or electronic means. Students will comprehend the resources available for conducting investigations. Through examination of organizations comprising the intelligence community students will recognize how public and private sector partnerships can promote efficiency and effectiveness.

**LEO 583** Strategic Planning for the Law Enforcement Sector
3 credits
This course introduces students to the tools and practical measures for successfully designing and implementing a strategic plan for law enforcement organizations. Students will learn strategic approaches that allow evaluation and measurement of fiscal responsibility, accountability, productivity, customer satisfaction, and cohesiveness of mission, with the intent of identifying best practices and overall organizational effectiveness.

**LEO 593** Technology for the Law Enforcement Executive
3 credits
This course examines technologies that affect the operations and administrative responsibilities of the law enforcement executive. The course provides students with an understanding of the relationship between technologies and critical incident management. Upon completion of this course, students will have knowledge and skills that will assist them with their career goals.
Master of Science/Administration of Justice and Security Concentration in Law Enforcement Organizations Bridge

The following Master of Science/Administration of Justice and Security Concentration in Law Enforcement Organizations Bridge (MS/AJS-LEO) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Administration of Justice and Security degree program offers concentrations in Global and Homeland Security and in Law Enforcement Organizations. The Law Enforcement Organizations concentration provides students with the general knowledge needed to perform in supervisory, administrative, and executive roles within law enforcement organizations. The concentration emphasizes intelligence operations, organizational behavior, budgeting, planning, and technology.

For more information about our graduation rates, the median debt behavior, budgeting, planning, and technology.

MS/AJS-LEO Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Introduction to Criminal Justice, 1 total credit

AJS 501 ~ .................................................................1 credit

Introduction to Graduate Study in Criminal Justice and Security

Bridge Coursework, 12 total credits

CJA 490 ~ ................................................................... 3 credits
Survey of Criminal Justice
CJA 491 ~ ................................................................... 3 credits
Survey of Criminal Court Systems
CJA 492 ~ ................................................................... 3 credits
Survey of Correctional Processes and Penal Systems
SEC 493 ~ ................................................................ 3 credits
Survey of Security

Survey of Justice, 3 total credits

AJS 502 ~ .................................................................3 credits
Survey of Justice and Security

Organizational Administration, 3 total credits

AJS 512 ~ .................................................................3 credits
Organizational Administration in Justice and Security

Finance, 3 total credits

AJS 522 ~ .................................................................3 credits
Finance and Budgeting in Justice and Security

Ethics, 3 total credits

AJS 532 ~ .................................................................3 credits
Ethics in Justice and Security

Criminological Theory, 3 total credits
AJS 542 ~ .................................................................3 credits
Criminological Theory

Legal Issues in Justice and Security, 3 total credits
AJS 552 ~ .................................................................3 credits
Legal Issues in Justice and Security

Public Policy Issues, 3 total credits
AJS 582 ~ .................................................................3 credits
Public Policy Issues

Capstone Course, 3 total credits
AJS 595 ~ .................................................................3 credits

Program Development and Evaluation

Law Enforcement Intelligence Operations, 3 total credits
LEO 563 ~ ..............................................................3 credits
Law Enforcement Intelligence Operations

Organizational Performance, Analysis and Decision Making, 3 total credits
LEO 573 ~ ..............................................................3 credits
Organizational Performance, Analysis, and Decision Making

Strategic Planning for the Law Enforcement Sector, 3 total credits
LEO 583 ~ ..............................................................3 credits
Strategic Planning for the Law Enforcement Sector

Technology for the Law Enforcement Executive, 3 total credits
LEO 593 ~ ..............................................................3 credits
Technology for the Law Enforcement Executive

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MS/AJS-LEO

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e. JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

- Applicants to the Bridge version must have a minimum of three (3) years of full-time, post high school professional work experience for admission. Students will be required to enroll in the Bridge version and must complete four (4) MS/AJS bridge courses; CJA 490, CJA 491, CJA 492 and SEC 493.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

- Signed Criminal Conviction Prohibition Acknowledgement Form.
Degree Requirements for the MS/AJS-LEO

- Completion of a minimum of 49 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Science Administration of Justice and Security

Grades earned in MS/AJS bridge courses are calculated in the MS/AJS grade point average (GPA).

Academic Progression Requirements for the MS/AJS-LEO

- Students enrolling in this bridge program must complete the four MS/AJS bridge courses CJA 490, CJA 491, CJA 492, and SEC 493 with a "C" or better.

Minimum Grade Requirements for the MS/AJS-LEO

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: CJA 490, CJA 491, CJA 492, SEC 493. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.
- If the student does not receive a grade of "C" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MS/AJS-LEO

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- Students enrolled in the bridge version may waive the four (4) undergraduate bridge courses in addition to 9 credits from the required course of study.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses in the Required Course of Study may not be waived: AJS 595

Course Descriptions for the MS/AJS-LEO

AJ 591 ................................................................. 1 credit
Introduction to Graduate Study in Criminal Justice and Security
This course provides new graduate students in the college with an introduction to strategies for success within the university’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

CJA 490 ................................................................. 3 credits
Survey of Criminal Justice
This course is a survey which explores the organizational differences and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies; and the related processes involved in the criminal justice system. It surveys the historical aspects of the courts and the correctional system, as well as explains the foundational relevance of these components to the overall functioning of the criminal justice system. Additionally, special issues and challenges faced by each of these areas will be considered.

CJA 491 ................................................................. 3 credits
Survey of Criminal Court Systems
This course is a survey to the historical aspects of the courts and various components of the legal system. It examines the different types of court at the state and federal levels, courtroom players, courtroom processes, and post conviction process of the court system. Additionally, it illustrates the correlation among all courtroom participants, differentiates roles and responsibilities, and examines how they relate to one another.

CJA 492 ................................................................. 3 credits
Survey of Correctional Processes and Penal Systems
This course is a survey to the various components of the correctional system and penal reform within the criminal justice system. It provides an overview of corrections, jails and prisons including their history, the players involved and their roles, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners. The course ends with international perspectives of imprisonment and global correctional systems.
SEC 493 .................................................................3 credits
Survey of Security
This course is a survey which explores proprietary and contract security operations and differentiates the benefits of each within organizational security, as well as provides an introduction to various areas of security. Other topics that are covered include the purposes, objectives, procedures, risks, and types of organizations associated with the respective security specializations. Additionally, it examines security trends pertaining to Homeland Security and security technology.
AJS 502 .................................................................3 credits
Survey of Justice and Security
This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.
AJS 512 .................................................................3 credits
Organizational Administration in Justice and Security
This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.
AJS 522 .................................................................3 credits
Finance and Budgeting in Justice and Security
This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice organization, concepts and principles underlying financial practices, and operational planning and budgeting.
AJS 532 .................................................................3 credits
Ethics in Justice and Security
This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.
AJS 542 .................................................................3 credits
Criminological Theory
This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogensis, and the prevention of victimization, is included.
AJS 552 .................................................................3 credits
Legal Issues in Justice and Security
This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.
AJS 562 .................................................................3 credits
Public Policy Issues
This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.

AJS 582 .................................................................3 credits
Program Development and Evaluation
This course prepares the student to identify operational goals and to design programs with associated policies and procedures required for the successful achievement of performance objectives.
LEO 563 .................................................................3 credits
Law Enforcement Intelligence Operations
This course examines the basic tools utilized in addressing criminal activity and security issues, relating to the gathering of intelligence. This course provides students with knowledge and resources to effectively identify, gather, and analyze information obtained through either human or electronic means. Students will comprehend the resources available for conducting investigations. Through examination of organizations comprising the intelligence community students will recognize how public and private sector partnerships can promote efficiency and effectiveness.
LEO 573 .................................................................3 credits
Organizational Performance, Analysis, and Decision Making
This course explores methods to track and measure an organization’s overall performance and how to use the data collected to align and actuate future decisions. Topics include empirical practices in performance measurement, mining, and filtering data; effectively communicating research results, and application of innovative knowledge for future decision making. Students also study modern evaluation methods to analyze neoteric organizational decisions.
LEO 583 .................................................................3 credits
Strategic Planning for the Law Enforcement Sector
This course will introduce students to the tools and practical measures for successfully designing and implementing a strategic plan for law enforcement organizations. Students will learn strategic approaches that allow evaluation and measurement of fiscal responsibility, accountability, productivity, customer satisfaction, and cohesiveness of mission, with the intent of identifying best practices and overall organizational effectiveness.
LEO 593 .................................................................3 credits
Technology for the Law Enforcement Executive
This course examines technologies that affect the operations and administrative responsibilities of the law enforcement executive. The course provides students with an understanding of the relationship between technologies and critical incident management. Upon completion of this course, students will have knowledge and skills that will assist them with their career goals.
Master of Public Administration

The following Master of Public Administration (MPA) program may be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Public Administration (MPA) program develops the managerial skills necessary to manage in the public sector. This program focuses on an entrepreneurial approach to issues and opportunities at the state and local government levels. The curriculum is based on current standards set forth by the National Association of Schools of Public Affairs and Administration.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mpa.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements for the MPA

Public Administration Management, 12 total credits
MGT 522 ~ ........................................................................ 3 credits
Public Administration - Institutions and Processes
MGT 572 ~ ........................................................................ 3 credits
Public Policy Planning and Implementation
MGT 582 ~ ........................................................................ 3 credits
Public Administration Applied Project
MGT TM562 ~ ................................................................. 3 credits
Leveraging Technology in the Public Sector

Public Administration Research and Statistics, 6 total credits
RES 562 ~ ........................................................................ 3 credits
Program Evaluation
QNT 562 ~ ........................................................................ 3 credits
Data Analysis for Public Policy and Management

Public Administration Human Resource Management, 3 total credits
HRM 532 ~ ......................................................................... 3 credits
Human Capital Development in the Public Sector

Public Administration Leadership, 3 total credits
LDR 532 ~ ......................................................................... 3 credits
Leading Organizational Development in the Public Sector

Public Administration Law, 3 total credits
LAW 562 ~ ......................................................................... 3 credits
Law and Public Administration

Public Administration Accounting, 3 total credits
ACC 574 ~ ......................................................................... 3 credits
Public Budgeting

Public Administration Economics, 3 total credits
ECO 572 ~ ......................................................................... 3 credits
Public Finance

Public Administration Communications, 3 total credits
COM PA530 ~ ................................................................. 3 credits
Communications for Public Administrators

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MPA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MPA

The degree requirements for this program are the following:
- A minimum of 36 graduate credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Public Administration

Residency Requirements and Course Waivers for the MPA

Completion of a minimum of 27 credit of the required course of study to meet University residency requirements. Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a “B” (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Public Administration Applied Project (MGT 582) may not be waived.
Course Descriptions for the MPA

MGT 522 .....................................................................................3 credits

Public Administration - Institutions and Processes
This course applies the tools available to UPX graduate students and the competencies of successful managers to understand the functions of public administration. Students will distinguish the dichotomy between the political system and public administration in the creation and implementation of public policy. Other topics, at the state and local level, include executive & legislative branches of government, the evolution of public administration, intergovernmental relationships, and fiscal sources & uses.

MGT 572 .....................................................................................3 credits

Public Policy Planning and Implementation
This course prepares students to trace the development of a public policy. For a selected policy, students will analyze the policy making process and the challenges that accompany each stage. Other topics, at the state and local level, include public policy planning, policy evaluation, and stakeholder conflicts.

MGT 582 .....................................................................................3 credits

Public Administration Applied Project
This capstone course prepares students to improve existing policies. Students will evaluate existing policy and recommend improvements and recommend changes to improve efficiency and effectiveness. Other topics, at the state and local level, include policy creation, policy evaluation, and nontraditional/innovative solutions in the public sector.

MGT TM562 ................................................................................3 credits

Leveraging Technology in the Public Sector
This course prepares students to leverage technology in support of effective and efficient administration of government. Students will apply technology concepts to enhance self-service tools for citizens while providing data security and respecting privacy concerns. Other topics, at the state and local level, include mobility, database interconnectivity, Internet, intranet & extranet, and data maintenance & retrieval.

RES 562 .....................................................................................3 credits

Policy and Program Evaluation
This course prepares students to apply techniques to evaluate public sector programs. Students will evaluate policy alternatives using analytical tools. Other topics, at the state and local level, include measures of effectiveness, benchmarks, baselines, performance standards, and customized stakeholder communication.

QNT 562 ...................................................................................3 credits

Data Analysis for Public Policy and Management
This course prepares students to analyze information and present it appropriately to diverse stakeholder groups. Students will design research instruments and collect data to measure and analyze effectiveness and efficiency in the delivery of public sector goods and services. Other topics, at the state and local level, include pre-testing, post testing, correlation, and forecasting.

HRM 532 ..................................................................................3 credits

Human Capital Development in the Public Sector
This course prepares students to apply human capital development concepts in a public sector. Students will create plans for managing human capital in an environment of political appointment. Other topics, at the state and local level, include recruitment, development & retention of employees, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, and public service ethic.

LDR 532 .....................................................................................3 credits

Leading Organizational Development in the Public Sector
This course prepares students to lead change in the public sector. Students will apply leadership theories in the bureaucratic public sector considering the unique role of power and politics. Other topics, at the state and local level, include culture in the public sector, group behavior, financial and nonfinancial motivation, and workplace conflict.

LAW 562 .....................................................................................3 credits

Law and Public Administration
This course prepares students to apply legal concepts in public administration. Students will analyze legislative and judicial processes in the administration of state and local governments. Other topics, at the state and local level, include enabling laws, regulatory review, open-meeting/sunshine provisions, adjudication, and the Administrative Procedures Act.

ACC 574 ..................................................................................3 credits

Public Budgeting
In this course students learn the accounting and budgeting tools and theories used in the public sector. Students will analyze the relationship between public policy and the public budget process. Other topics, at the state and local level, include budgetary decision making, basic of government and not-for-profit accounting, reporting, capital and operating expenditures, and inter-period equity.

ECO 572 ....................................................................................3 credits

Public Finance
This course prepares students to apply the principles of economics to the public sector. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics, at the state and local level, include microeconomics in the public sector, basic macroeconomic variables, monetary policy, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and tax efficiency, equity, and incidence.

COM PA530 .............................................................................3 credits

Communications for Public Administrators
This course prepares students to communicate with multiple stakeholders and public media. Students will apply communication concepts to create messages that are sensitive to the opinions and positions of disparate groups. Other topics, at the state and local level, include uniqueness of public sector communications, public involvement, and internal & external communications.
COLLEGE OF SOCIAL SCIENCES

The College of Social Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, and human services. In addition, the college offers a certificate program in mediation.

The College provides innovative educational programs designed to enhance the core knowledge, skills and values essential for students seeking to achieve their academic goals in the field of social sciences. These programs are developed and taught by skilled practitioners who work in their respective fields. Through individual and collaborative work, students can acquire the knowledge and skills needed in today’s working environment.

Master of Science in Psychology

The following Master of Science in Psychology (MSP) program may be offered at all University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Psychology focuses on the scientific study of human behavior including cognition, motivation and emotion. The program provides training in four core areas: biological bases of behavior, acquired or learned bases of behavior, social, cultural and systemic influences on behavior and individual differences in behavior. Students will learn how the science of psychology is advanced through research. Emphasis is placed on critical thinking, problem-solving and the application of knowledge to problems and issues related to the human experience. This program is not designed to prepare students for professional licensure.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ms-p.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

<table>
<thead>
<tr>
<th>Required Course of Study</th>
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<tbody>
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<td>COM 600 Communication Skills for Graduate Study</td>
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<tr>
<td>PSYCH 600 Developmental Psychology</td>
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<tr>
<td>PSYCH 610 Research Methods in Psychology</td>
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<tr>
<td>PSYCH 620 Multicultural and Social Issues in Psychology</td>
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<tr>
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<td>PSYCH 635 Psychology of Learning</td>
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<tr>
<td>PSYCH 640 Cognitive Psychology</td>
<td>3 credits</td>
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<tr>
<td>PSYCH 645 Personality Theories</td>
<td>3 credits</td>
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</tbody>
</table>

Scholastic Disqualification for the MSP

• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program

<table>
<thead>
<tr>
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<td>PSYCH 665 ~</td>
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<tr>
<td>Integrative Capstone: Psychology Past and Present</td>
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The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSP

All applicants are expected to meet the following admissions requirements:

• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, or comparable undergraduate bachelor’s degree earned at a recognized foreign institution, or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• No work experience is required for this program.

• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MSP

• Completion of a minimum of 39 credits.

• A minimum grade point average (GPA) of 3.0.

• Students will declare Thesis or Non-Thesis track at the time of enrollment.

• Non-Thesis Track graduates will not be permitted to return to complete PSYCH 670 and receive a degree in any MSP Thesis Track program at the University.

• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Master of Science in Psychology

Scholastic Disqualification for the MSP

COM 600 must be completed with a grade of B or better. Students who do not pass this course with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MSP

Students must meet established University residency requirement for degree referral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 600, PSYCH 610, PSYCH 660, PSYCH 665

Course Descriptions for the MSP

COM 600 ...............................................................................3 credits

Communication Skills for Graduate Study
This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.

PSYCH 600 ...............................................................................3 credits

Developmental Psychology
This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.

PSYCH 610 ...............................................................................3 credits

Research Methods in Psychology
This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.

PSYCH 620 ...............................................................................3 credits

Multicultural and Social Issues in Psychology
This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.

PSYCH 625 ...............................................................................3 credits

Statistics for the Behavior Sciences
This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.

PSYCH 630 ...............................................................................3 credits

Physiological Psychology
This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 635 ...............................................................................3 credits

Psychology of Learning
This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.

PSYCH 640 ...............................................................................3 credits

Cognitive Psychology
This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.

PSYCH 645 ...............................................................................3 credits

Personality Theories
This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

PSYCH 650 ...............................................................................3 credits

Psychopathology
This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.

PSYCH 655 ...............................................................................3 credits

Psychometrics
This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of com-
monly used educational, intelligence and personality assessment instruments.

**PSYCH 660** ................................................................. 3 credits

### Ethics and Professional Issues
This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.

**PSYCH 665** ................................................................. 3 credits

### Integrative Capstone: Psychology Past and Present
This course will trace the historical progression of ideas and concepts in psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problem related to their selected topic and develop either an applied project or research proposal. Students will produce an annotated bibliography and a detailed project plan or research proposal.

### Master of Science in Psychology (Thesis Track)
The following Master of Science in Psychology (MSP) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Psychology focuses on the scientific study of human behavior including cognition, motivation and emotion. The program provides training in four core areas: biological bases of behavior, acquired or learned bases of behavior, social, cultural and systemic influences on behavior and individual differences in behavior. Students will learn how the science of psychology is advanced through research. Emphasis is placed on critical thinking, problem-solving and the application of knowledge to problems and issues related to the human experience. This program is not designed to prepare students for professional licensure.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ms-p.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

### MSP Required Course of Study

**COM 600** ................................................................. 3 credits

Communication Skills for Graduate Study

**PSYCH 600 ~** ................................................................. 3 credits

Developmental Psychology

**PSYCH 610 ~** ................................................................. 3 credits

Research Methods in Psychology

**PSYCH 620 ~** ................................................................. 3 credits

Multicultural and Social Issues in Psychology

**PSYCH 625 ~** ................................................................. 3 credits

Statistics for the Behavior Sciences

**PSYCH 630 ~** ................................................................. 3 credits

Physiological Psychology

**PSYCH 635 ~** ................................................................. 3 credits

Psychology of Learning

**PSYCH 640 ~** ................................................................. 3 credits

Cognitive Psychology

**PSYCH 645 ~** ................................................................. 3 credits

Personality Theories

**PSYCH 650 ~** ................................................................. 3 credits

Psychopathology

**PSYCH 655 ~** ................................................................. 3 credits

Psychometrics

**PSYCH 660 ~** ................................................................. 3 credits

Ethics and Professional Issues

**PSYCH 665 ~** ................................................................. 3 credits

Integrative Capstone: Psychology Past and Present

**PSYCH 670 ~** ................................................................. 3 credits

Master’s Thesis

The University reserves the right to modify the required course of study.

### Additional Admission Requirements for the MSP
All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, or comparable undergraduate bachelor’s degree earned at a recognized foreign institution, or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Signed Thesis Requirement Addendum Form.

### Degree Requirements for the MSP

- Completion of a minimum of 42 credits.
- A minimum grade point average (GPA) of 3.0.
- Students will declare Thesis or Non-Thesis track at the time of enrollment.
- Concentrations and Thesis Track are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Master of Science in Psychology

### Academic Progression Requirements for the MSP

- Students must successfully complete COM 600 with a B or better.
• The following course contains multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Therefore enrollment in the following course shall not exceed 10 students: PSYCH 670
• Students must complete PSYCH 670 with a grade of Pass. Students have three attempts to successfully complete PSYCH 670. Students who do not complete PSYCH 670 with a grade of Pass by the third attempt cannot continue in the thesis track program, but have the option to change to the non-thesis track of the program.

Scholastic Disqualification for the MSP
COM 600 must be completed with a grade of B or better. Students who do not pass this course with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MSP
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 33 credits in the Required Course of Study, must be completed at University of Phoenix.
Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
The following courses in the Required Course of Study may not be waived: COM 600, PSYCH 610, PSYCH 660, PSYCH 665, PSYCH 670

Course Descriptions for the MSP

Communication Skills for Graduate Study
This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.
PSYCH 600 .................................................................3 credits

Developmental Psychology
This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.
PSYCH 610 .................................................................3 credits

Research Methods in Psychology
This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.
PSYCH 620 .................................................................3 credits

Multicultural and Social Issues in Psychology
This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.
PSYCH 625 .................................................................3 credits

Statistics for the Behavior Sciences
This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.
PSYCH 630 .................................................................3 credits

Physiological Psychology
This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.
PSYCH 635 .................................................................3 credits

Psychology of Learning
This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.
PSYCH 640 .................................................................3 credits

Cognitive Psychology
This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are pre-
Psychopathology
This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

Psychometrics
This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.

Ethics and Professional Issues
This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.

Integrative Capstone: Psychology Past and Present
This course will trace the historical progression of ideas and concepts in Psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problem related to their selected topic and develop either an applied project or research proposal. Students will produce an annotated bibliography and a detailed project plan or research proposal.

Master's Thesis
Only those students who have developed a detailed and manage-
Human Performance, Assessment, and Feedback
PSYCH 650 ................................................................. 3 credits
Psychopathology
PSYCH 655 ................................................................. 3 credits
Psychometrics
PSYCH 708 ................................................................. 3 credits
Work Motivation and Job Attitudes
PSYCH 660 ................................................................. 3 credits
Ethics and Professional Issues
PSYCH 665 ................................................................. 3 credits
Integrative Capstone: Psychology Past and Present

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSP/I-O
All applicants are expected to meet the following 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 (e.g. JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• No work experience is required for this program.

• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MSP/I-O

• Completion of a minimum of 51 credits.

• A minimum grade point average (GPA) of 3.0.

• Students will declare Thesis or Non-Thesis track at the time of enrollment.

• Non-Thesis Track graduates will not be permitted to return to complete PSYCH 670 and receive a degree in any MSP Thesis Track program at the University.

• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Master of Science in Psychology

Scholastic Disqualification for the MSP/I-O

COM 600 must be completed with a grade of B or better. Students who do not pass this course with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MSP/I-O

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 42 credits in the Required Course of Study, be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 600, PSYCH 610, PSYCH 660, PSYCH 665

Course Descriptions for the MSP/I-O

COM 600 ................................................................. 3 credits
Communication Skills for Graduate Study

This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.

PSYCH 600 ................................................................. 3 credits
Developmental Psychology

This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.

PSYCH 610 ................................................................. 3 credits
Research Methods in Psychology

This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.

PSYCH 620 ................................................................. 3 credits
Multicultural and Social Issues in Psychology

This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.

PSYCH 625 ................................................................. 3 credits
Statistics for the Behavior Sciences
This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.

PSYCH 700 .............................................................................. 3 credits

Introduction to I/O
This survey course introduces the domains of the I/O program. The topics include an overview of the four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance within the I/O field of study. Furthermore, the learner will gain a firm understanding of the evolution of the I/O field of study from the foundations of the field to the present day, the various ways that I/O psychologists contribute to organizations, broader scientific community, and the main ethical issues likely to be encountered in the field. The survey course covers a wide variety of topics, ranging from employee selection to organizational development, with the goal of exposing students to the main issues influenced by I/O psychologists.

PSYCH 630 ............................................................................. 3 credits

Physiological Psychology
This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 635 ............................................................................. 3 credits

Psychology of Learning
This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.

PSYCH 640 ............................................................................. 3 credits

Cognitive Psychology
This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.

PSYCH 705 .............................................................................. 3 credits

Personnel Psychology
Learners gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees/managers/executives, including discussions about tests, assessment centers, and interviews. Furthermore, the course examines the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.

PSYCH 645 ............................................................................. 3 credits

Personality Theories
This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

PSYCH 706 .............................................................................. 3 credits

Human Performance, Assessment, and Feedback
In this course learners are familiarized with basic models of learning, as well as different approaches to training, design, delivery, and measurement, that are necessary for organizational development programs. A key emphasis of the class concerns designing essential and effective training objectives that are aligned with an organization’s mission.

PSYCH 690 ............................................................................. 3 credits

Psychopathology
This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.

PSYCH 655 ............................................................................. 3 credits

Psychometrics
This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.

PSYCH 708 .............................................................................. 3 credits

Work Motivation and Job Attitudes
This course will allow learners to evaluate various theories of motivation and develop a familiarity and understanding of pertinent research in the field. Learners will be able to relate motivational theories to enhance employee attitudes, effectiveness, and well being in the midst of organizational stressors, health and safety issues, and outsourcing/downsizing.

PSYCH 660 ............................................................................. 3 credits

Ethics and Professional Issues
This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.

PSYCH 665 ............................................................................. 3 credits

Integrative Capstone: Psychology Past and Present
This course will trace the historical progression of ideas and con-
cepts in Psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problem related to their selected topic and develop either an applied project or research proposal. Students will produce an annotated bibliography and a detailed project plan or research proposal.

Master of Science in Psychology Concentration in Industrial-Organizational Psychology (Thesis Track)

The following Master of Science in Psychology Concentration in Industrial-Organizational Psychology (MSP/I-O) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Psychology focuses on the scientific study of human behavior including cognition, motivation and emotion. The program provides training in four core areas: biological bases of behavior, acquired or learned bases of behavior, social, cultural and systemic influences on behavior and individual differences in behavior. Students will learn how the science of psychology is advanced through research. Emphasis is placed on critical thinking, problem-solving and the application of knowledge to problems and issues related to the human experience. This program is not designed to prepare students for professional licensure.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

MSP/I-O Required Course of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 600 Communication Skills for Graduate Study</td>
<td>3</td>
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<tr>
<td>PSYCH 600 ~ Developmental Psychology</td>
<td>3</td>
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<tr>
<td>PSYCH 610 Research Methods in Psychology</td>
<td>3</td>
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<tr>
<td>PSYCH 620 ~ Multicultural and Social Issues in Psychology</td>
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<tr>
<td>PSYCH 625 ~ Statistics for the Behavior Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 700 ~ Introduction to I/O</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 630 ~ Physiological Psychology</td>
<td>3</td>
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<td>PSYCH 635 ~ Psychology of Learning</td>
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<tr>
<td>PSYCH 640 ~ Cognitive Psychology</td>
<td>3</td>
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<tr>
<td>PSYCH 705 ~ Personnel Psychology</td>
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<tr>
<td>PSYCH 645 ~ Personality Theories</td>
<td>3</td>
</tr>
</tbody>
</table>

PSYCH 706 ~ Human Performance, Assessment, and Feedback | 3 credits
PSYCH 650 ~ Psychopathology | 3 credits
PSYCH 655 ~ Psychometrics | 3 credits
PSYCH 708 ~ Work Motivation and Job Attitudes | 3 credits
PSYCH 660 ~ Ethics and Professional Issues | 3 credits
PSYCH 665 ~ Master’s Thesis | 3 credits

Integrative Capstone: Psychology Past and Present | 3 credits

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSP/I-O

All applicants are expected to meet the following admissions requirements:
- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, or comparable undergraduate bachelor’s degree earned at a recognized foreign institution, or a graduate degree from an ABA accredited institution (i.e- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Signed Thesis Requirement Addendum Form.

Degree Requirements for the MSP/I-O

- Completion of a minimum of 54 credits.
- A minimum grade point average (GPA) of 3.0.
- Students will declare Thesis or Non-Thesis track at the time of enrollment.
- Concentrations and Thesis Track are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Master of Science in Psychology

Academic Progression Requirements for the MSP/I-O

- Students must successfully complete COM 600 with a B or better.
- The following course contains multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Therefore enrollment in the following course shall not exceed 10 students: PSYCH 670
• Students must complete PSYCH 670 with a grade of Pass.
  Students have three attempts to successfully complete PSYCH 670. Students who do not complete PSYCH 670 with a grade of Pass by the third attempt cannot continue in the thesis track program, but have the option to change to the non-thesis track of the program.

Scholastic Disqualification for the MSP/I-O
COM 600 must be completed with a grade of B or better. Students who do not pass this course with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MSP/I-O
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 45 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited college or university.
• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 600, PSYCH 610, PSYCH 660, PSYCH 665, PSYCH 670

Course Descriptions for the MSP/I-O
COM 600 .................................................................................. 3 credits

Communication Skills for Graduate Study
This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.

PSYCH 600 ................................................................. 3 credits

Developmental Psychology
This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development.

Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.

PSYCH 610 .................................................................................. 3 credits

Research Methods in Psychology
This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.

PSYCH 620 .................................................................................. 3 credits

Multicultural and Social Issues in Psychology
This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.

PSYCH 625 .................................................................................. 3 credits

Statistics for the Behavior Sciences
This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.

PSYCH 700 .................................................................................. 3 credits

Introduction to I/O
This survey course introduces the domains of the I/O program. The topics include an overview of the four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance within the I/O field of study. Furthermore, the learner will gain a firm understanding of the evolution of the I/O field of study from the foundations of the field to the present day, the various ways that I/O psychologists contribute to organizations, broader scientific community, and the main ethical issues likely to be encountered in the field. The survey course covers a wide variety of topics, ranging from employee selection to organizational development, with the goal of exposing students to the main issues influenced by I/O psychologists.

PSYCH 630 .................................................................................. 3 credits

Physiological Psychology
This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 635 .................................................................................. 3 credits

Psychology of Learning
This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and mem-
Personality Theories

This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

PSYCH 706 ................................................................. 3 credits

Personnel Psychology

Learners gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees/managers/executives, including discussions about tests, assessment centers, and interviews. Furthermore, the course examines the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.

PSYCH 645 ................................................................. 3 credits

Psychopathology

This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.

PSYCH 655 ................................................................. 3 credits

Psychometry

This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.

PSYCH 708 ................................................................. 3 credits

Work Motivation and Job Attitudes

This course will allow learners to evaluate various theories of motivation and develop a familiarity and understanding of pertinent research in the field. Learners will be able to relate motivational theories to enhance employee attitudes, effectiveness, and well-being in the midst of organizational stressors, health and safety issues, and outsourcing/downsizing.

PSYCH 660 ................................................................. 3 credits

Ethics and Professional Issues

This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.

PSYCH 665 ................................................................. 3 credits

Integrative Capstone: Psychology Past and Present

This course will trace the historical progression of ideas and concepts in Psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problem related to their selected topic and develop either an applied project or research proposal. Students will produce an annotated bibliography and a detailed project plan or research proposal.

PSYCH 670 ................................................................. 3 credits

Master's Thesis

Only those students who have developed a detailed and manageable research proposal in PSYCH 665 may enroll in this course. Prior to enrolling, students must have procured permission to collect data from a specific population. During the course, the student will implement a small-scale qualitative or quantitative study, analyze the data and document the research in an APA style manuscript.

Master of Science in Psychology Concentration in Behavioral Health

The following Master of Science in Psychology Concentration in Behavioral Health (MSP/BH) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Psychology focuses on the scientific study of human behavior including cognition, motivation and emotion. The program provides training in four core areas: biological bases of behavior, acquired or learned bases of behavior, social, cultural and systemic influences on behavior and individual differences in behavior. Students will learn how the science of psychology is advanced through research. Emphasis is placed on critical thinking, problem-solving and the application of knowledge to problems and issues related to the human experience. This program is not designed to prepare students for professional licensure.
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**MSP/BH Required Course of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 600 Communication Skills for Graduate Study</td>
<td>3</td>
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<tr>
<td>PSYCH 600 ~ Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 610 ~ Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 620 ~ Multicultural and Social Issues in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 625 ~ Statistics for the Behavior Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 630 ~ Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 626 ~ Elements of Health Psychology and Behavioral Health</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 635 ~ Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 640 ~ Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 627 ~ Illness Prevention and Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 645 ~ Personality Theories</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 628 ~ Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 655 ~ Evidence-based Interventions in Behavioral Health</td>
<td>3</td>
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<tr>
<td>PSYCH 670 ~ Psychometrics</td>
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<td>PSYCH 660 ~ Ethics and Professional Issues</td>
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<tr>
<td>PSYCH 665 ~ Integrative Capstone: Psychology Past and Present</td>
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</tbody>
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The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the MSP/BH**

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, or comparable undergraduate bachelor’s degree earned at a recognized foreign institution, or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

**Degree Requirements for the MSP/BH**

- Completion of a minimum of 48 credits.
- A minimum grade point average (GPA) of 3.0.
- Students will declare Thesis or Non-Thesis track at the time of enrollment.
- Non-Thesis Track graduates will not be permitted to return to complete PSYCH 670 and receive a degree in any MSP Thesis Track program at the University.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  - Master of Science in Psychology

**Scholastic Disqualification for the MSP/BH**

COM 600 must be completed with a grade of B or better. Students who do not pass this course with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and permanently withdrawn from the program.

**Residency Requirements and Course Waivers for the MSP/BH**

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 39 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (3 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 600, PSYCH 610, PSYCH 660, PSYCH 665

**Course Descriptions for the MSP/BH**

**Communication Skills for Graduate Study**

This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and
time management, and collaborative processes.

PSYCH 600 ..........................3 credits

Developmental Psychology
This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.

PSYCH 610 ..........................3 credits

Research Methods in Psychology
This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.

PSYCH 620 ..........................3 credits

Multicultural and Social Issues in Psychology
This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.

PSYCH 625 ..........................3 credits

Statistics for the Behavior Sciences
This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.

PSYCH 630 ..........................3 credits

Physiological Psychology
This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 626 ..........................3 credits

Elements of Health Psychology and Behavioral Health
This course is an overview of the field of health psychology and the origins of the biopsychosocial model from a historical perspective, including the biological, psychological and social contexts of the science. It provides students with information about the biological foundations of health and illness, as well as current research in health psychology. The dangers of “unscientific” approaches and the importance of using critical thinking and evidence-based research when formulating strategies are described.

PSYCH 635 ..........................3 credits

Psychology of Learning
This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.

PSYCH 640 ..........................3 credits

Cognitive Psychology
This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.

PSYCH 627 ..........................3 credits

Illness Prevention and Health Promotion
This course examines research on the basic relationships between behavior and health, including stress, eating and obesity, substance abuse, and chronic illness such as cardiovascular disease, cancer and HIV/AIDS. Students will learn the major concepts of illness prevention and health promotion, with a focus on both personal behavioral factors and sociocultural determinants. Special attention will be given to the disparities in health status and prevention efforts with regard to race, gender, ethnicity, and socioeconomic status.

PSYCH 645 ..........................3 credits

Personality Theories
This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

PSYCH 650 ..........................3 credits

Psychopathology
This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.

PSYCH 628 ..........................3 credits

Evidence-based Interventions in Behavioral Health
This course provides a description of those therapeutic interventions which are based on outcome studies. Students will learn practical assessment and intervention strategies for the major disorders where health psychology plays a role, including chronic stress and pain, obesity and eating disorders, substance abuse, HIV and AIDS, diabetes and hypertension, insomnia and cancer. Methods will include self-monitoring, relaxation and meditation techniques, stimulus control, self-management, and cognitive-behavioral therapies. Complementary and alternative therapies which have shown clinical efficacy will also be described.

PSYCH 665 ..........................3 credits
The following Master of Science in Psychology Concentration in Behavioral Health (Thesis Track) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Psychology focuses on the scientific study of human behavior including cognition, motivation and emotion. The program provides training in four core areas: biological bases of behavior, acquired or learned bases of behavior, social, cultural and systemic influences on behavior and individual differences in behavior. Students will learn how the science of psychology is advanced through research. Emphasis is placed on critical thinking, problem-solving and the application of knowledge to problems and issues related to the human experience. This program is not designed to prepare students for professional licensure.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ms-p.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**MSP/BH Required Course of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 600</td>
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<tr>
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<tr>
<td>PSYCH 600 ~</td>
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<td>Developmental Psychology</td>
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<td>PSYCH 610 ~</td>
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<td>Research Methods in Psychology</td>
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<td>PSYCH 620 ~</td>
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<td>Multicultural and Social Issues in Psychology</td>
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<td>Statistics for the Behavior Sciences</td>
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<td>Physiological Psychology</td>
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<td>Elements of Health Psychology and Behavioral Health</td>
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<tr>
<td>PSYCH 635 ~</td>
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<tr>
<td>Psychology of Learning</td>
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<td>Personality Theories</td>
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<td>PSYCH 650 ~</td>
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<td>Psychopathology</td>
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<td>Integrative Capstone: Psychology Past and Present</td>
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<td>PSYCH 670 ~</td>
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<tr>
<td>Master's Thesis</td>
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</table>
| The University reserves the right to modify the required course of study.**

**Additional Admission Requirements for the MSP/BH**

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, or comparable undergraduate bachelor's degree earned at a recognized foreign institution, or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Signed Thesis Requirement Addendum Form.
Degree Requirements for the MSP/BH
- Completion of a minimum of 51 credits.
- A minimum grade point average (GPA) of 3.0.
- Students will declare Thesis or Non-Thesis track at the time of enrollment.
- Concentrations and Thesis Track are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Science in Psychology

Academic Progression for the MSP/BH
- Students must successfully complete COM 600 with a B or better.
- The following course contains multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Therefore enrollment in the following course shall not exceed 10 students: PSYCH 670
- Students must complete PSYCH 670 with a grade of Pass. Students have three attempts to successfully complete PSYCH 670. Students who do not complete PSYCH 670 with a grade of Pass by the third attempt cannot continue in the thesis track program, but have the option to change to the non-thesis track of the program.

Scholastic Disqualification for the MSP/BH
COM 600 must be completed with a grade of B or better. Students who do not pass this course with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MSP/BH
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 42 credits in the Required Course of Study, must be completed at University of Phoenix.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 600, PSYCH 610, PSYCH 660, PSYCH 665, PSYCH 670

Course Descriptions for the MSP/BH

COM 600 ..................................................................................3 credits
Communication Skills for Graduate Study
This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.

PSYCH 600 ..................................................................................3 credits

Developmental Psychology
This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.

PSYCH 610 ..................................................................................3 credits

Research Methods in Psychology
This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.

PSYCH 620 ..................................................................................3 credits

Multicultural and Social Issues in Psychology
This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.

PSYCH 625 ..................................................................................3 credits

Statistics for the Behavioral Sciences
This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.

PSYCH 630 ..................................................................................3 credits

Physiological Psychology
This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 626 ..................................................................................3 credits

Elements of Health Psychology and Behavioral Health
This course is an overview of the field of health psychology and the
origins of the biopsychosocial model from a historical perspective, including the biological, psychological and social contexts of the science. It provides students with information about the biological foundations of health and illness, as well as current research in health psychology. The dangers of “unscientific” applications and the importance of using critical thinking and evidence-based research when formulating strategies are described.

PSYCH 635 .............................................................................. 3 credits  
Psychology of Learning  
This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.

PSYCH 640 .............................................................................. 3 credits  
Cognitive Psychology  
This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.

PSYCH 627 .............................................................................. 3 credits  
Illness Prevention and Health Promotion  
This course examines research on the basic relationships between behavior and health, including stress, eating and obesity, substance abuse, and chronic illness such as cardiovascular disease, cancer and HIV-AIDS. Students will learn the major concepts of illness prevention and health promotion, with a focus on both personal behavioral factors and sociocultural determinants. Special attention will be given to the disparities in health status and prevention efforts with regard to race, gender, ethnicity, and socioeconomic status.

PSYCH 645 .............................................................................. 3 credits  
Personality Theories  
This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

PSYCH 650 .............................................................................. 3 credits  
Psychopathology  
This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.

PSYCH 628 .............................................................................. 3 credits  
Evidence-based Interventions in Behavioral Health  
This course provides a description of those therapeutic interventions which are based on outcome studies. Students will learn practical assessment and intervention strategies for the major disorders where health psychology plays a role, including chronic stress and pain, obesity and eating disorders, substance abuse, HIV and AIDS, diabetes and hypertension, insomnia and cancer. Methods will include self-monitoring, relaxation and meditation techniques, stimulus control, self-management, and cognitive-behavioral therapies. Complementary and alternative therapies which have shown clinical efficacy will also be described.

PSYCH 655 .............................................................................. 3 credits  
Psychometrics  
This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.

PSYCH 660 .............................................................................. 3 credits  
Ethics and Professional Issues  
This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.

PSYCH 665 .............................................................................. 3 credits  
Integrative Capstone: Psychology Past and Present  
This course will trace the historical progression of ideas and concepts in Psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problem related to their selected topic and develop either an applied project or research proposal. Students will produce an annotated bibliography and a detailed project plan or research proposal.

PSYCH 670 .............................................................................. 3 credits  
Master’s Thesis  
Only those students who have developed a detailed and manageable research proposal in PSYCH 665 may enroll in this course. Prior to enrolling, students must have procured permission to collect data from a specific population. During the course, the student will implement a small-scale qualitative or quantitative study, analyze the data and document the research in an APA style manuscript.
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The University of Phoenix School of Business offers the Master of Business Administration, Master of Management, and Master of Science in Accountancy programs. Although only one MBA degree may be earned, MBA students may choose to pursue the MBA or a concentration in a variety of areas. The University of Phoenix School of Business also offers graduate programs in management and accountancy, which can be completed in addition to the MBA degree program.

**Master of Business Administration**

The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

Students can gain additional knowledge in a concentration area through the selection and completion of 15 graduate-level credits in concentration-specific courses. Students may also complete an additional concentration. Please contact your academic representative for more information.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**MBA Program Category Requirements**

**Management, 3 total credits**

MGT 521 ~ ................................................................................. 3 credits

**Human Capital Management, 3 total credits**

HRM 531 ~ ................................................................. 3 credits

**Business Law, 3 total credits**

LAW 531 ~ ................................................................. 3 credits

**Organizational Leadership, 3 total credits**

LDR 531 ~ ................................................................. 3 credits

**Quantitative Reasoning for Business, 3 total credits**

QRB 501 ~ ................................................................................ 3 credits

**Economics, 3 total credits**

ECO 561 ~ ............................................................................. 3 credits

**Accounting, 3 total credits**

ACC 561 ~ ............................................................................. 3 credits

**Applied Business Research and Statistics, 3 total credits**

QNT 561 ~ ............................................................................. 3 credits

**Operations Management, 3 total credits**

OPS 571 ~ ............................................................................. 3 credits

**Corporate Finance, 3 total credits**

FIN 571 ~ ............................................................................. 3 credits

**Marketing, 3 total credits**

MKT 571 ~ ............................................................................. 3 credits

**Strategic Planning and Implementation, 3 total credits**

STR 581 ~ ............................................................................. 3 credits
Accounting Concentration

MBA students may earn a concentration in Accounting (ACC) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning an ACC concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the ACC concentration coursework (3 of which must include ACC 541-Accounting Theory & Research).

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-acc.

ACC 541 ~ ................................................................. 3 credits
Accounting Theory & Research

COM 530 ~ ............................................................... 3 credits
Communications for Accountants

ACC 542 ~ ................................................................. 3 credits
Accounting Information Systems

ACC 543 ~ ................................................................. 3 credits
Managerial Accounting & Legal Aspects of Business

ACC 544 ~ ................................................................. 3 credits
Internal Control Systems

ACC 545 ~ ................................................................. 3 credits
Financial Reporting

ACC 546 ~ ................................................................. 3 credits
Auditing

ACC 547 ~ ................................................................. 3 credits
Taxation

ACC 548 ~ ................................................................. 3 credits
Not-for-Profit & Government Accounting

ACC 556 ~ ................................................................. 3 credits
Forensic Accounting

ACC 557 ~ ................................................................. 3 credits
Accounting Ethics

Students who select an Accounting Concentration may not educationally qualify to sit for the CPA exam in some states. To the extent that a student intends to sit for the CPA examination, the student should consult with the applicable board of examiners in the state or states in which the individual intends to sit for the examination to determine the precise educational and other requirements, including the acceptability of the University’s Accounting Concentration.

Energy Management Concentration

MBA students may earn a concentration in Energy Management (EM) by completing at least 15 credit hours of course work in Energy Management.

Students earning a EM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the EM concentration.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-em.

EM 555 ~ ................................................................. 3 credits
Energy Sector Management

EM 565 ~ ................................................................. 3 credits
Financial Management in the Energy Sector

EM 575 ~ .................................................................. 3 credits
Energy Economics

EM 585 ~ .................................................................. 3 credits
Marketing Energy

EM 595 ~ .................................................................. 3 credits
Strategic Planning and Implementation for the Energy Sector

Finance Concentration

MBA students may earn a concentration in Finance (FIN) 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 FIN concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the FIN concentration.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-fin.

FIN 580 ~ .................................................................. 3 credits
Global Capital Markets

FIN 585 ~ .................................................................. 3 credits
Financial Controlling

FIN 590 ~ .................................................................. 3 credits
Audit and Compliance Management

Students must choose one course from the following:

FIN 591 ~ .................................................................. 3 credits
Real Estate Investment

FIN 592 ~ .................................................................. 3 credits
Mergers and Acquisitions

FIN 593 ~ .................................................................. 3 credits
Investment Banking

Global Management Concentration

MBA students may earn a concentration in Global Management (GM) by completing at least 15 credit hours of course work in Global Management.

Students earning a GM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the GM concentration.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-gm.

GMGT 520 ~ ................................................................. 3 credits
Global Business Organization and Culture

GMGT 530 ~ ................................................................. 3 credits
External Environment of Global Business

GMGT 540 ~ ................................................................. 3 credits
Internal Environment of Global Business

GMGT 549 ~ ................................................................. 3 credits
Global Strategy Formulation and Implementation

CAP GM591 ................................................................. 3 credits
Cases in Cross-Border Management
Health Care Management Concentration

MBA students may earn a concentration in Health Care Management (HCM) by completing at least 15 credit hours of coursework in Health Care Management.

Students earning a HCM concentration will complete a minimum of 15 credits, which includes 36 credits from the MBA required areas and 15 credits from the HCM concentration.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-hcm.

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<tr>
<td>Health Care Organizations and Delivery Systems</td>
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<td>HCS 533</td>
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<td>Health Information Systems</td>
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<td>Health Law and Ethics</td>
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<td>HCS 588</td>
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<tr>
<td>Measuring Performance Standards</td>
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<td>HCS 586</td>
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<tr>
<td>Health Care Strategic Management</td>
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Human Resource Management Concentration

MBA students may earn a concentration in Human Resource Management (HRM) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning a HRM concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required areas and 12 credits from the HRM concentration coursework.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-hrm.

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<td>HRM 558</td>
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<td>Research in Human Resource Management</td>
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<td>HRM 548</td>
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<td>Recruitment and Retention Practices</td>
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<td>HRM 552</td>
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<td>HRM 554</td>
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<td>Occupational Health and Safety</td>
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<td>Human Resource Capstone Course</td>
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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.

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<tr>
<td>Project Risk Management</td>
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<td>PM 586</td>
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<td>Project Quality Management</td>
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<td>PM 598</td>
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<td>Project Management Capstone</td>
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Technology Management Concentration

MBA students may earn a concentration in Technology Management (TM) by completing at least 15 credit hours of coursework in Technology Management.

Students earning a TM concentration will complete a minimum of 51 credits (36 credits from the MBA required areas) which includes 15 credits from concentration coursework.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-tm.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PM 571</td>
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<td>Communications for Managers of Technology</td>
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<td>PM 571</td>
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<td>PM 571</td>
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<td>Technology Transfer in the Global Economy</td>
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<td>PM 571</td>
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<td>Applications of Technology Management</td>
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<td>PM 571</td>
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<tr>
<td>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.</td>
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</tbody>
</table>
Additional Admission Requirements for the MBA
All applicants are expected to meet the following admissions requirements:
• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• No work experience is required for this program.
• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MBA
The degree requirements for this program are the following:
• A minimum of 36 graduate credits must be completed to meet all areas of the required course of study.
• A minimum grade point average (GPA) of 3.0.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Business Administration

Academic Progression Requirements for the MBA
• MGT 521 must be the first course taken.
• QRB 501 must be satisfied prior to progressing in courses in Economics, Accounting, Applied Business Research & Statistics, Operations Management, Corporate Finance, Marketing, and Strategic Planning & Implementation.
• Strategic Planning & Implementation (STR 581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA
• The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 graduate level credits at the University.
• In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
  • The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  • The course must have been completed within the past ten (10) years with a “B” (3.0) or better; and
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• Management (MGT 521) may not be waived.
• Strategic Planning & Implementation (STR 581 or an alternative strategy course), which is the last core course in the program, may not be waived.
• The following courses may not be waived: ACC 541, CAP GM591, EM 555, EM 595, GMGT 510, HCS 531, HCS 586, HRM 595, MGT 521, MKT 593, PM 598, QRB 501, STR 581

The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses. In the bridge program, a master’s degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master’s degree program. Students must earn a B- or better in the doctoral level courses in order to waive them in the doctoral program.

Students who have completed Meritus University graduate MBA courses may transfer all courses earned at Meritus University into the MBA program at the University of Phoenix without limitation provided that they sign an Enrollment Agreement for the University of Phoenix MBA program by March 1, 2012. Students transferring from Meritus University to University of Phoenix will still be required to satisfy all program requirements for the University of Phoenix MBA program and complete at least 3 credits at University of Phoenix in order to obtain their MBA degree from University of Phoenix.

Course Descriptions for the MBA
MGT 521 .............................................................. 3 credits
Management
This course applies the tools available to University of Phoenix graduate students and the competencies of successful managers to understand the functions of business. Students learn their own perceptions and values to communicate more effectively with others. Other topics include MBA program goals, argument construction, decision making, collaboration, and academic research.
HRM 531 .......................................................... 3 credits
Human Capital Development
This course prepares students to address the concepts of personnel development as managers. Students learn criteria for developing effective job analysis, appraisal systems, and appropriate career development plans for employees. Other topics include personnel selection, employee compensation, benefits, training, workplace diversity, discipline, employee rights, unions, and management behaviors.
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.

LDR 531 ................................................................. 3 credits

Organizational Leadership

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.

LAW 531 ................................................................. 3 credits

Business Law

This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization’s legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and government.

This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.

MKT 571 ................................................................. 3 credits

Marketing

This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

STR 581 ................................................................. 3 credits

Strategic Planning and Implementation

This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.

Course Descriptions for the Accounting Concentration

ACC 541 ................................................................. 3 credits

Accounting Theory & Research

This is the first core course in the Master of Science in Accounting (MSA). In this course, students apply accounting research tools to current accounting issues. Other topics include research of accounting questions related to: inventory, fixed assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder’s equity, and a program overview.

COM 530 ................................................................. 3 credits

Communications for Accountants

In this course, students examine principles and practices of group communication in the context of the organization. Topics include an overview of group communication, culture and conflict, group formation, influence in organizational communication, organizational change, formal communications, and public communications.

ACC 542 ................................................................. 3 credits

Accounting Information Systems

In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.
ACC 543 ..................................................................................3 credits
Managerial Accounting & Legal Aspects of Business
In this course, students examine managerial accounting as part of the business's accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.

ACC 544 ..................................................................................3 credits
Internal Control Systems
In this course, students gain a broad perspective of accounting and control that considers attainment of all goals of the organization, including those concerned with financial objectives. Topics include an overview of control, risk management, internal control systems, controls for current asset functions, controls for other accounting classifications, controls for information technology systems, and reporting on controls.

ACC 545 ..................................................................................3 credits
Financial Reporting
This course prepares students to address concepts of financial reporting for roles as CPAs. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, cash flow statements, balance sheet preparation, restructuring of troubled debt, and the intricacies of comprehensive income.

ACC 546 ..................................................................................3 credits
Auditing
In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor’s role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.

ACC 547 ..................................................................................3 credits
Taxation
In this course, students develop an understanding of the taxation of business entities and the individuals who own those entities. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S-corporations and partnerships.

ACC 548 ..................................................................................3 credits
Not-for-Profit & Government Accounting
In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.

ACC 549 ..................................................................................3 credits
Forensic Accounting
In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.

ACC 550 ..................................................................................3 credits
Accounting Ethics
In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.

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 556 .....................................................................................3 credits
Financial Management in the Energy Sector
This course applies corporate finance concepts to make management decisions in the energy sector. Students analyze the financial merit of opportunities in renewable and non-renewable energy sources. Other topics include cash flows, business valuation, working capital, capital budgets, government sources, long-term financing, risk analysis and management, and financial planning.

EM 557 .....................................................................................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 558 .....................................................................................3 credits
Marketing Energy
This course prepares students to apply marketing concepts to affect public perception of energy alternatives. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, public relations and policy formulation.
EM 595 ................................................................. 3 credits
Strategic Planning and Implementation for the Energy Sector
This capstone course integrates concepts from all prior courses in the program and the energy management concentration. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage in an energy organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, risk management, interdependent organizational relationships, technology adoption, and scenario planning.

Course Descriptions for the Finance Concentration
FIN 580 ................................................................. 3 credits
Global Capital Markets
This course examines the international financial environment facing firms in a globalized economy. Students will assess the impact of economic policy and financial disturbances on financial markets, exchange rates, and capital flows. Other topics include investment analysis, asset management, capital markets, hedge funds, corporate finance, and international macroeconomics.

FIN 585 ................................................................. 3 credits
Financial Controlling
This course analyzes several topics concerning financial control. Students will explore design and use of cost management systems, financial performance measures for enhancing firm value, managerial incentive contracts and accounting data, and management accounting. Other topics include managing earnings and financial ratios, use of balanced scorecard to evaluate financial/nonfinancial managerial performance, and post-auditing of capital investments.

FIN 590 ................................................................. 3 credits
Audit and Compliance Management
The course emphasizes concepts and principles of auditing and assurance services theory and practice. Students will explore professional standards utilized in providing auditing and other assurance services, and reporting on financial statements. Other topics include securities law and regulatory structure, professional conduct, and ethical and legal issues in securities regulation.

FIN 591 ................................................................. 3 credits
Real Estate Investment
This course explores the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's real estate investment environment. Students will analyze the risks and rewards of existing and proposed real estate projects to make specific financing and investment decisions. Other topics include real estate financial analysis and valuation, diversification of real estate assets, real estate taxation, and real estate law.

FIN 592 ................................................................. 3 credits
Mergers and Acquisitions
This course examines merger and acquisition opportunities to maximize corporate value and shareholder wealth in a competitive market environment. Students will focus on the identification, screening, selection, evaluation, and financing of activities. Other topics include business failures and restructuring strategies.

FIN 593 ................................................................. 3 credits
Investment Banking
This course examines investment banking firm organizational structure, products, risks, earnings, regulations, innovations and competition. Students will analyze the functions of the banking business, including equity, bond and convertible financings and sales and trading business. Other topics include investment banking relationships with LBO funds, hedge funds and corporate and institutional clients.

Course Descriptions for the Global Management Concentration
GMGT 510 ........................................................ 3 credits
Global Business Organization and Culture
This course examines the cultural and organization framework within which global business is conducted. Topics include socio-cultural forces, cultural analysis, communication strategies, human resources investment and utilization, and managing across borders.

GMGT 520 ........................................................ 3 credits
External Environment of Global Business
This course explores issues and institutions that affect global business outside the direct control of the organization. Topics include country risk assessment, basis for trade and capital flows, exchange rate determination, international, national, and local organizations, regional integration, and conflict resolution of global trade disputes.

GMGT 530 ........................................................ 3 credits
Internal Environment of Global Business
This course examines issues and functions that global business faces within control of the organization. Topics include organization 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.

HCS 586 .................................................................3 credits
Measuring Performance Standards
Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

HCS 588 .................................................................3 credits
Health Care Strategic Management
This is the capstone course for the graduate health care programs. The development and presentation of health care organization’s strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

Course Descriptions for the Human Resource Management Concentration

HRM 546 .................................................................3 credits
Human Resource Law
This course prepares human resource managers to comply with human resource laws and regulations across all jurisdictions. Students learn how to manage human resource functions within a regulatory environment. Other topics include laws and regulations related to the following: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, and workplace safety.

HRM 558 .................................................................3 credits
Research in Human Resource Management
This course applies research methods to human resource functions. Students learn to use quantitative analysis and secondary research to recruit and select employees to meet organizational goals. Other topics include forecasting, evaluation of selection tests, application of selection tests, interviewing techniques, techniques to assess training program effectiveness, job evaluation methods, and external labor market analysis.

HRM 548 .................................................................3 credits
Recruitment and Retention Practices
This course prepares students to evaluate and develop a workforce to attain organizational goals. Students learn to develop total reward strategies that attract and retain the best employees. Other topics include recruitment strategies, workforce planning and assessment, relocation practices, right sizing, negotiation, employment policies, and global compensation practices.

HRM 552 .................................................................3 credits
Organizational Training and Development
This course applies development and training concepts to enhance organizational performance. Students develop an employee engagement strategy. Other topics include training program development & delivery, employee relations, organizational development theories and applications, behavioral issues, and performance management.

HRM 554 .................................................................3 credits
Occupational Health and Safety
This course applies health and safety principles to reduce hazards to a productive work environment. Students create a prevention program to promote occupational safety and health. Other topics include injury and illness compensation, safety risks, security risks, workplace violence, health and safety practices, emergency response plans, and issues related to substance abuse.

HRM 595 .................................................................3 credits
Human Resource Capstone Course
This content area capstone course applies human resource concepts to improve organizational effectiveness within the framework of employment laws and regulations. Students apply existing professional standards and theories to human resource management. Other topics include the alignment of human resource strategy with the organization, global workforce planning, career and leadership development, and performance analysis and appraisal.

Course Descriptions for the Marketing Concentration

MKT 552 .................................................................3 credits
Integrated Marketing Communications
This course prepares students to apply integrated marketing communications as part of a strategic marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.

MKT 554 .................................................................3 credits
Consumer Behavior
This course prepares students to apply buyer behavior theories in the marketplace. Students evaluate how demographic, psychological, and socio-cultural issues contribute to buyer behavior. Topics include consumer preference, brand perception, attitude formation, persuasion, motivation, and consumer protection.

MKT 555 .................................................................3 credits
Technology Applications and e-Marketing
This course prepares students to integrate technology in marketing functions. Students design the organization and content of a website to accomplish one or more marketing objectives. Topics include basics of the World Wide Web, bandwidth, servers and storage, e-Marketing, e-Commerce, and targeting customers.
MKT 562 .................................................................................. 3 credits

Product Design and Development
This course prepares students to develop and manage a marketing strategy in an international business environment. Students evaluate case studies of previous product launches and current research to create a launch strategy for a specific country. Topics include distribution systems, socio-cultural perspectives, business customs, product and service adaptations, and pricing issues.
MKT 593 .................................................................................. 3 credits

PM 571 ..................................................................................... 3 credits

Project Management
This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.
PM 582 ..................................................................................... 3 credits

Project Leadership
This course prepares students to lead a project to successful conclusion. Students will create a plan to lead change during project execution. Other topics include integrated change control, work breakdown structures, human resource planning, performance reporting, managing stakeholders, negotiation, conflict resolution, and cultural diversity.
PM 584 ..................................................................................... 3 credits

PM 598 ..................................................................................... 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 571 ..................................................................................... 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.

COM TM541 ............................................................................... 3 credits

Communications for Managers of Technology
This course prepares graduate students to apply communication principles to the roles they play as technology managers. Students learn how to effectively communicate technical issues to non-technical stakeholders in a business environment. Other topics include the role of perception in communication, techniques to enhance group communication, aligning communication to an audience, cross-border communications, and ethics in organizational communications.

PM 571 ..................................................................................... 3 credits

Project Management
This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.
TMGT 540 ............................................................................... 3 credits

Management of R&D and Innovation Processes
This course explores the role of research and development (R&D) as a means to provide future survival and growth for the organization as the lifecycle of existing products and/or services matures to obsolescence. Also introduced are techniques used to stimulate and manage innovation in the workplace.
TMGT 550 ............................................................................... 3 credits

Technology Transfer in the Global Economy
This course introduces the student to the concept of multinational enterprises and the role of technology in the strategic management of these enterprises. This course focuses on opportunities to utilize technology transfer within global business to meet the goals of the strategic plan.
TMGT 590 ............................................................................... 3 credits

Applications of Technology Management
This is an integrative course and the capstone for the MBA/TM program. The outcome is to apply a range of skills from the individual courses in the technology management program to develop a change management plan to implement, build, and initiate a technology product or infrastructure in an organization.
Master of Management

The following Master of Management (MM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Management degree program promotes the development of management competencies through the practical application of theory, business and management diagnostics, and the formulation of creative management and consulting solutions. Students will acquire a wide range of tools, concepts and methodologies to design, conduct, and follow through on successful consulting practices. In addition, students will be able to actively develop their interpersonal and business-related management skills in order to foster leadership, creative thinking, collegiality, and teamwork ability in an international context. The Master of Management will provide students with first-hand knowledge of the tools and techniques used by successful consultants in the competitive management consulting industry.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**MM Program Category Requirements**

**Consulting, 3 total credits**
- MGT 527 ~ .................................................................3 credits
- Organizational Communications, 3 total credits
  - COM 537 ~ ............................................................3 credits
  - Organizational Communications
- Leadership, 3 total credits
  - LDR 535 ~ .............................................................3 credits
  - Leading Change
- Global Management, 3 total credits
  - MGT 538 ~ .............................................................3 credits
  - Managing in a Cross-cultural Environment
  - Negotiation, 3 total credits
  - MGT 557 ~ .............................................................3 credits
  - Negotiation, Power, and Politics
- Research, 3 total credits
  - QNT 565 ~ .............................................................3 credits
  - Research Methods, Design, and Analysis
- Ethics and Social Responsibility, 3 total credits
  - MGT 567 ~ .............................................................3 credits
  - Ethics and Social Responsibility
- Business Law, 3 total credits
  - LAW 575 ~ .............................................................3 credits
  - Business Law for Consultants
- Project Quality Management, 3 total credits
  - PM 586 ~ .............................................................3 credits
  - Project Quality Management

**Budgetary Finance, 3 total credits**
- FIN 575 ~ .................................................................3 credits

**Project Budget and Finance**

**Strategic Marketing, 3 total credits**
- MKT 575 ~ .................................................................3 credits

**Marketing Strategy**

**Public Relations, 3 total credits**
- MKT 579 ~ .................................................................3 credits

**Public Relations**

**Organizational Design, 3 total credits**
- ORG 581 ~ .................................................................3 credits

**Organizational Design**

**Consulting Project, 3 total credits**
- MGT 598 ~ .................................................................3 credits

**Consulting Project**

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the MM**

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a nationally accredited or approved university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

**Degree Requirements for the MM**

The degree requirements for this program are the following:

- A minimum of 42 graduate credits must be completed to meet all areas of the required course of study.
- A minimum grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- 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 Management

**Residency Requirements and Course Waivers for the MM**

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 graduate level credits at the University.

Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years with a "B" (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived from the degree program: MGT 527, MGT 598

The School of Advanced Studies offers a bridge opportunity for masters degree students who are interested in taking doctoral courses as part of the masters degree program. The School of Advanced Studies has created a bridge opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program. Our goal is to encourage students to enroll in doctoral programs at University of Phoenix. In this bridge program, a master's degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master's degree program.

All credit-bearing doctoral courses must be completed with a grade of "B-" or better. Students who earn a grade lower than a "B-" will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Course Descriptions for the MM

MGT 527 ................................................................................. 3 credits
Consulting
This course applies the tools available to University of Phoenix graduate students and the competencies of successful individuals who exercise influence within an organization but have no direct authority to make changes or implement programs. Students learn their own perceptions and values to communicate more effectively with others. Other topics include Master of Management program goals, argument construction, decision making, collaboration, and academic research.

COM 537 ................................................................................. 3 credits
Organizational Communications
This course prepares graduate students to apply written and oral communication principles to the roles they play as managers. Students will learn how to persuade a variety of stakeholders to commit to a proposal. Other topics include the role of perception in communication, techniques, aligning communication to an audience, business justifications, presenting data, and ethics in organizational communications.

LDR 535 ................................................................................. 3 credits
Leading Change
This course applies leadership concepts to create organizational change. Students will create a plan to lead an organizational change in which they have no direct authority over necessary decisions. Other topics include leadership theories, organizational theory, levels of organizational change, and transformation leadership

MGT 538 ................................................................................. 3 credits
Managing in a Cross-cultural Environment
This course prepares students to persuade decision makers across global dimensions of culture. Students will create a training plan for enhancing cultural awareness and tolerance within a cross-cultural organization. Other topics include cross-cultural communication, differences in decision making, values, motivation, and leadership.

MGT 557 ................................................................................. 3 credits
Negotiation, Power, and Politics
This course prepares students to achieve organizational objectives through formal and informal channels. Students will create a plan to achieve a goal by applying negotiation skills within the formal and informal structures of an organization. Other topics include coalitions, types of power, liaison roles, and persuasion.

QNT 565 ................................................................................. 3 credits
Research Methods, Design and Analysis
This course applies research and probability concepts to project management decisions. Students will evaluate feasibility, manage risk, and measure outcomes for a project. Other topics include measures of central tendency & dispersion, program evaluation, research design, data sampling, and analysis & presentation.

LAW 575 ................................................................................. 3 credits
Ethics and Social Responsibility
This course prepares students to align an organization’s social responsibility initiatives with its values. Students will create a proposal for an organization that aligns corporate social initiatives with its values. Other topics include ethics, values awareness, and evaluating the results of social initiatives.

PM 586 ................................................................................. 3 credits
Business Law for Consultants
This course prepares students to evaluate the legal risks associated with business consulting. Students will create proposals to manage an individual’s legal exposure when performing consulting work. Other topics include the legal system, alternative dispute resolution, enterprise liability, international law, business risks, intellectual property, legal forms of business, and governance.

QNT 567 ................................................................................. 3 credits
Project Quality Management
This course applies quality control techniques to project development and implementation. Students will create a continuous quality improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.
FIN 575 ................................................................. 3 credits
Project Budget and Finance
This course applies finance concepts to evaluate and manage projects. Students will prepare a plan to obtain funding and manage a project budget. Other topics include return on investment, cost classification, debt and equity financing, and project cash flows.
MKT 575 ................................................................. 3 credits
Marketing Strategy
This course prepares students to evaluate marketing and strategic choices of an organization. Students will analyze a series of case studies to recommend changes needed to achieve organizational marketing goals and strategy. Other topics include generic & grand strategies, strategic analysis, competitive advantage, consumer behavior, and branding.
MKT 578 ................................................................. 3 credits
Public Relations
This course prepares students to evaluate the use of public relations in meeting organizational objectives. Students will create a response to a given public relations challenge. Other topics include media relations; promotion; public relations tools, publicity, and ethics.
ORG 581 ................................................................. 3 credits
Organizational Design
This course prepares students to design organizations that adapt to environmental changes through innovation. Students will prepare a plan to incorporate innovation into organizational design to align an organization with a change in strategy. Other topics include the learning organization, authority & control, specialization & coordination, entrepreneurship, and lateral organizations.
MGT 598 ................................................................. 3 credits
Consulting Project
This course applies student understanding of organizations and project management to the development of a consulting project. The course requires students to synthesize and integrate theory and practice from all prior courses in the program.
Master of Science in Accountancy
The following Master of Science in Accountancy (MSA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The MSA consists of 36 credit hours. Thirty credit hours constitute the core curriculum which covers the following areas of accounting: accounting theory and research, accounting information systems, managerial accounting and legal aspects of business, internal control systems, financial reporting, auditing, taxation, not-for-profit and government accounting, forensic accounting, and accounting ethics. The core courses were designed based upon the standards proposed by the National Association of State Boards of Accountancy (NASBA). Additionally, six credit hours make up the financial accounting and communication proficiency courses. The proficiency courses are required for students who have not completed previous coursework in financial accounting or communications.

This program addresses the goals of the American Institute of Certified Public Accountants (AICPA) Vision Project for the professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills (The American Institute of Certified Public Accountants, 2007). In addition, the program meets the University of Phoenix learning goal of collaboration. A key feature of this program is the utilization of the CPA Test Prep software, which is integrated throughout the core program.

Note: Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student’s specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine if this program, combined with their undergraduate degree and any other specific criteria, meets the requirements to qualify for examination in that specific jurisdiction. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction’s requirements will be consistent with the requirements at the time of admission.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msa.

MSA Required Course of Study
Courses requiring prerequisites are identified by a ~ symbol following the course number.
COM 530 ................................................................. 3 credits
Communications for Accountants
ACC 537 ................................................................. 3 credits
Financial Accounting
ACC 541 ~ ................................................................. 3 credits
Accounting Theory & Research
ACC 542 ~ ................................................................. 3 credits
Accounting Information Systems
ACC 543 ~ ................................................................. 3 credits
Managerial Accounting & Legal Aspects of Business
ACC 544 ~ ................................................................. 3 credits
Internal Control Systems
ACC 545 ~ ................................................................. 3 credits
Financial Reporting
Successful completion of appropriate levels of undergraduate or Academic Progression Requirements for the MSA

A minimum program grade point average (GPA) of 3.0.

A minimum of 36 graduate credits.

Degree Requirements for the MSA

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSA

• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MSA

The degree requirements for this program are the following:

• A minimum of 36 graduate credits.

• A minimum program grade point average (GPA) of 3.0.

Academic Progression Requirements for the MSA

The competency course, ACC 537, must be satisfied prior to progressing into the MSA Core (ACC 541, ACC 542, ACC 543, ACC 544, ACC 545, ACC 546, ACC 548, ACC 556, ACC 557). The MSA competency course may be satisfied in the following ways:

• Successful completion of the University of Phoenix course, ACC 537.

• Successful completion of appropriate levels of undergraduate or graduate coursework from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution no more than 10 years prior to enrolling at the University. For ACC 537, the appropriate level is six semester hours at the upper division or three semester hours at the graduate level in financial accounting.

Residency Requirements for the MSA

The University requires completion of a minimum of 21 graduate level credits at the University to meet residency requirements. Students who complete the Graduate Accounting Certificate and wish to enroll in the MSA program can apply courses towards the MSA program requirement.

Course Competencies and Course Waivers for the MSA

Eligible students may satisfy the 2 competency courses (ACC 537, COM 530) using one of the following methods:

Six semester credits of upper-division undergraduate coursework or three semester credits of graduate coursework in financial accounting that meets the following requirements will satisfy ACC 537:

• The coursework must have been completed at a regionally or approved nationally accredited, foreign equivalency, or candidate for accreditation, college or university,

• The coursework must have been completed with a C- or better, within the past ten (10) years from current program enrollment agreement sign date

• A Competency Waiver Request Form must be submitted listing six semester credits of upper division undergraduate coursework or three semester credits of graduate coursework and the competency courses requested to be satisfied as some students may wish to complete one or more of the competency courses to improve their ability to succeed in the MSA Program.

Six semester credits of upper-division undergraduate coursework or three semester credits of graduate coursework in communications that meets the following requirements will satisfy COM 530:

• The coursework must have been completed at a regionally or approved nationally accredited, foreign equivalency, or candidate for accreditation, college or university,

• The coursework must have been completed with a C- or better, within the past ten (10) years from current program enrollment agreement sign date

• A Competency Waiver Request Form must be submitted listing six semester credits of upper division undergraduate coursework or three semester credits of graduate coursework and the competency courses requested to be satisfied as some students may wish to complete one or more of the competency courses to improve their ability to succeed in the MSA Program.

In addition to satisfying the competency courses using one of the approved methods, students may also waive a maximum of nine (9) credits in the MSA Core on the basis of prior graduate-level college coursework. The competency waivers do not apply toward the 9 credits waiver maximum.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university,

• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course in the Required Course of Study may not be waived: ACC 541

**Course Descriptions for the MSA**

**ACC 530** 3 credits

**Communications for Accountants**

In this course, students examine principles and practices of group communication in the context of the organization. Topics include an overview of group communication, culture and conflict, group formation, influence in organizational communication, organizational change, formal communications, and public communications.

**ACC 537** 3 credits

**Financial Accounting**

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 540** 3 credits

**Accounting Theory & Research**

This is the first core course in the Master of Science in Accounting (MSA). In this course, students apply accounting research tools to current accounting issues. Other topics include research of accounting questions related to: inventory, fixed assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder’s equity, statement of cash flows, and error correction and accounting changes.

**ACC 541** 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 542** 3 credits

**Managerial Accounting & Legal Aspects of Business**

In this course, students examine managerial accounting as part of the business’s accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.

**ACC 544** 3 credits

**Internal Control Systems**

In this course, students gain a broad perspective of accounting and control that considers attainment of all goals of the organization, including those concerned with financial objectives. Topics include an overview of control, risk management, internal control systems, controls for current asset functions, controls for other accounting classifications, controls for information technology systems, and reporting on controls.

**ACC 545** 3 credits

**Financial Reporting**

This course prepares students to address concepts of financial reporting for roles as CPAs. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, cash flow statements, balance sheet preparation, restructuring of troubled debt, and the intricacies of comprehensive income.

**ACC 546** 3 credits

**Auditing**

In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor’s role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.

**ACC 547** 3 credits

**Taxation**

In this course, students develop an understanding of the taxation of business entities and the individuals who own those entities. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S-corporations and partnerships.

**ACC 548** 3 credits

**Not-for-Profit & Government Accounting**

In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.

**ACC 556** 3 credits

**Forensic Accounting**

In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.

**ACC 557** 3 credits

**Accounting Ethics**

In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.
The College of Information Systems and Technology Programs offers the Master of Information Systems (MIS) degree.

Master of Information Systems

The following Master of Information Systems (MIS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Information Systems (MIS) program provides the knowledge to successfully apply information systems theory and principles to address real world business opportunities and challenges to meet the needs of today's information economy. Under the guidance of practitioner faculty, the graduate student will use innovative digital materials to understand the development and management of business systems within the organization, to understand and apply the principles of systems analysis and design, to analyze and evaluate emerging information technologies, and to create project, risk, and information systems strategic plans.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mis.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

MIS Required Course of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMGT 530</td>
<td>Information Systems Concepts</td>
<td>3 credits</td>
</tr>
<tr>
<td>IT 562</td>
<td>Programming Concepts</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 568</td>
<td>Information Systems Concepts</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSA 500~</td>
<td>Business Systems I</td>
<td>3 credits</td>
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<tr>
<td>BSA 502~</td>
<td>Business Systems II</td>
<td>3 credits</td>
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<tr>
<td>CMGT 554~</td>
<td>Business Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>IT 555~</td>
<td>IT Infrastructure</td>
<td>3 credits</td>
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<tr>
<td>CMGT 556~</td>
<td>Systems Analysis &amp; Development</td>
<td>3 credits</td>
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<tr>
<td>Enterprise Models</td>
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<td>3 credits</td>
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<tr>
<td>CMGT 557~</td>
<td>Enterprise Models</td>
<td>3 credits</td>
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<tr>
<td>Emerging Technologies &amp; Issues</td>
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<td>3 credits</td>
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<tr>
<td>DBM 502~</td>
<td>Database Management</td>
<td>3 credits</td>
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<tr>
<td>CMGT 575~</td>
<td>CIS Project Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 578~</td>
<td>CIS Strategic Planning</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 582~</td>
<td>Security &amp; Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 583~</td>
<td>IS Integration</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MIS

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution a graduate degree from or an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school work or volunteer experience with exposure to organizational systems and management processes is required.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MIS

The degree requirements for this program are the following:

- Completion of a minimum of 42 credits of the required course of study to meet University residency requirements.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Information Systems

Residency Requirements and Course Waivers for the MIS

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 27 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 15 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to waive a course in the major course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better; and

The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Students may satisfy CIS 568 Information Systems Concepts and CSS 562 Programming Concepts in the following ways:

- Comparable undergraduate or graduate coursework completed at University of Phoenix.
- Comparable undergraduate or graduate coursework completed within the past five (5) years at a regionally or nationally approved accredited college or university with a grade of C- or better. A Waiver form must be filled out by the student's Academic Representative indicating the prior coursework being used to satisfy these courses.

The following courses in the required course of study may not be waived: CMGT 530, CMGT 583.

**Course Descriptions for the MIS**

CMGT 530 .................................................................3 credits  
**IT Organizational Behavior**

This course provides strategies for academic success within the University of Phoenix and addresses managerial communication and ethics. Topics include Professional Competence and Values, Critical Thinking and Problem Solving, Communication, Collaboration and Information Utilization.

CSS 562 .................................................................3 credits  

**Programming Concepts**

This course provides the conceptual foundation to develop computer software programs. Topics include program development processes, flowcharting, basic design, program structure (methods and events), Boolean logic, looping, recursion, lists and arrays.

CIS 568 .................................................................3 credits  

**Information Systems Concepts**

This course focuses on the role of the manager as a user and manager of information. Topics include the analysis & design of information systems. The analysis and design of information systems are covered from the operational, tactical, and strategic perspectives with a focus on identifying specific tools and techniques.

BSA 500 .................................................................3 credits  

**Business Systems I**

This course introduces business systems. The course first reviews the basics of the business environment and influences on that environment. Then accounting and finance business systems are reviewed.
CMGT 578 ................................................................. 3 credits
CIS Strategic Planning
This course provides the knowledge and skills to develop effective short, intermediate and long-range strategic information technology plans. Course topics include the need for and responsibilities of an Information Technology Steering Committee, the relationship of information systems planning to the overall organizational mission, goals and assessment of the organization’s current state, determination of information technology, project and management requirements, and the means of prioritizing and selecting information technology projects.

CMGT 582 ................................................................. 3 credits
Security & Ethics
The ethical issues examined in the course will include information privacy, accessibility, and ownership from an organizational perspective. Information laws, regulations and compliance requirements will be examined in this course as well as the considerations for creating a safe digital environment within the organization.

CMGT 583 ................................................................. 3 credits
IS Integration
This course will focus on the integration of the IS function and the information technology architecture within the enterprise. The alignment of IT with the strategy of the organization will be examined considering the decisions related to information technology architecture.

CIS 568 ................................................................. 3 credits
Information Systems Concepts
This course focuses on the role of the manager as a user and manager of information. Topics include the analysis & design of information systems. The analysis and design of information systems are covered from the operational, tactical, and strategic perspectives with a focus on identifying specific tools and techniques.

CSS 562 ................................................................. 3 credits
Programming Concepts
This course provides the conceptual foundation to develop computer software programs. Topics include program development processes, flowcharting, basic design, program structure (methods and events), Boolean logic, looping, recursion, lists and arrays.
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The College of Health Sciences and Nursing provides a blend of the business and management focus of health care with the clinical/delivery focus of nursing. Each academic program area will provide students with the insight and perspectives needed to support their specific career focus.

Health administration programs provide students with an opportunity to see the expansive scope and diversity of the health care industry. The associate and baccalaureate programs are designed to provide students with the foundational knowledge of management, finance, marketing, communication, health information systems and compliance and legal concepts. At the graduate level students will expand their focus to leadership, policy, quality and performance measures, economics and strategic management.

Students will also have the opportunity to expand their interests in career areas such as health information systems, electronic health records, long term care, emergency management, gerontology, or sustainability.

The nursing programs are designed to support the career advancement and educational needs of licensed practical, vocational and registered nurses, who are looking to expand their professional horizons. The nursing degree programs have a blend of theory and practice, which fosters a learning environment that allows a nurse to build a knowledge base and effectively apply what they have learned. Students develop critical thinking and problem solving skills that are essential for clinical or leadership roles needed in today’s challenging health care environment. The graduate nursing programs focus on the specialty areas of nursing administration, nursing education and family nurse practitioner. The Bachelor of Science in Nursing and the Master of Science in Nursing programs are accredited by The Commission on Collegiate Nursing Education, One DuPont Circle, NW, Suite 530, Washington, DC 20036 - 1120, (202) 887 6791. http://www.aacn.nche.edu/accreditation/

International Nursing Honor Society

The vision of Sigma Theta Tau is to create a global community of nurses who lead in using scholarship, knowledge, and technology to improve the health of the world’s people. The society provides support for the professional development of members who strive to improve nursing care worldwide.

Omicron Delta is the Sigma Theta Tau chapter of the University of Phoenix, College of Nursing members. Membership to Sigma Theta Tau is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders who demonstrate exceptional achievement in nursing. The undergraduate student must have at least a 3.0 grade point average on a 4.0 scale and have completed at least one-half of the nursing curriculum to qualify for membership and meet the expectation of academic integrity. The graduate student must have at least a 3.5 grade point average on a 4.0 scale and have completed at least one-half of the nursing curriculum to qualify for membership.

More than 300,000 nurse scholars have been inducted into Sigma Theta Tau. With 130,000 active members, it is the second-largest and one of the most prestigious nursing organizations in the world. The society’s members are active in more than 90 countries and territories, and the 463 chapter honor societies are located on more than 523 college and university campuses in United States, Australia, Brazil, Canada, Hong Kong, the Netherlands, Pakistan, South Korea, and Taiwan.

Omicron Delta has close to 5,000 active members worldwide. The chapter was originally chartered in 1996 and has grown to be one of the largest chapters in the international organization. To learn more about Omicron Delta visit the Web site http://www.omicrondelta.net.

Academic Progression Requirements for all Current Nursing Programs

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a “for-cause” 10 panel, plus alcohol drug test.

- For purposes of this policy, the following definitions apply:
  - Drug testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens from the human body for the purpose of detecting the use of drugs or alcohol.
  - Reasonable suspicion means evidence which forms a reasonable basis for concluding that it is more likely than not that a person is impaired by alcohol or drugs or has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents, without reasonable justification. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.
  - Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to, stimulants; depressants; narcotic or hallucinogenic drugs; cannabis substances, such as marijuana and hashish; cocaine; heroin; methamphetamine; phencyclidine (PCP); and so-called designer drugs and look-alike drugs.
• Impaired means that a person’s mental or physical capabilities are reduced below his or her normal levels without reasonable justification. An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon alcohol or illegal drugs.

• Substance abuse means:
  - the consumption, possession, or distribution of alcohol or illegal drugs by any nursing student while on University or affiliated clinical site premises or while participating in any University (or affiliated clinical site) sponsored or related activity, including any nursing-related course or clinical training activity.
  - a nursing student’s use of alcohol or any drug in such a way that the student’s performance in any nursing course, including activities at any clinical site, is impaired.

• Prior to being assigned to a clinical placement and as a prerequisite for placement at any agency or health care facility the nursing student shall sign an agreement:
  - to abide by the drug policies and drug testing policies of the University and each agency or health care facility in which a student is assigned as applicable,
  - to submit to any “for cause” drug testing required by the University and testing required by any agency or health care facility the nursing student obtains clinical hours, and
  - to release a copy of any and all drug test results to the University of Phoenix, Dean/Associate Dean of Nursing, other appropriate University officials, and to any State Board(s) of Nursing in which the student holds a nursing license or certificate, where required by the relevant State Board(s) of Nursing.

Failure to sign such agreement is grounds for refusal for student admission and progression in the program.

• The College of Nursing requires students to obtain a 10 panel, plus alcohol drug test if the student’s behavior in the clinical, classroom or laboratory setting creates facts that give rise to a reasonable suspicion of substance abuse, or indicates they are impaired by alcohol or drugs.

• If the results of the 10 panel, plus alcohol drug test is negative for alcohol or illegal drugs:
  - The student shall meet with their Campus College Chair, Director of Nursing, or NP Program Manager within 24 hours or by the first business day following the test results to discuss the circumstances surrounding suspected behavior.
  - The Campus College Chair, Director of Nursing, or NP Program Manager will counsel the student regarding return to the classroom and clinical agency. The preliminary investigation will cease and the student will be released from further action at that time.
  - The Campus College Chair, Director of Nursing, or NP Program Manager will arrange for the student to make up the missed clinical hours.

• If the results of the 10 panel, plus alcohol drug test is positive for alcohol or illegal drugs:
  - A full review by the Office of Dispute Management and Apollo Ethics and Compliance shall be conducted. Students who test positive for alcohol or illegal drugs will not be permitted to return to any clinical setting pending conclusion of the review. The findings may result in student dismissal from the nursing program and expulsion from the University.
  - The results of the positive test for alcohol or illegal drugs shall be reported to the applicable State Board(s) of Nursing, if required by the applicable State Board(s), by the Campus College Chair, Director of Nursing, or NP Program Manager.
  - If the results of the 10 panel, plus alcohol drug test(s) are positive for a prescribed drug(s) but not those that would be defined as illegal in the definitions above:
    - The student shall, within three (3) business days, obtain a written statement from their treating, licensed health care provider (MD, DO, HMD, ND/NMD, NP or PA) stating:
      - the drug level is within prescribed limits.
      - the level does not indicate abuse.
      - the student’s use of the drug as prescribed will not interfere with safe practice in the clinical area.

This statement must be provided to the Campus College Chair, Director of Nursing, or NP Program Manager. If the statement is approved, then the test result will be deemed acceptable and not failed for these purposes.

• The failure of a student to provide the above statement or a health care provider’s inability to provide a statement meeting the requirements above shall be treated as a positive test for an illegal drug.

• Students who refuse to submit to a “for-cause” drug test will not be allowed to return to any clinical setting pending conclusion of a full review by the Office of Dispute Management and Apollo Ethics and Compliance. The findings may result in dismissal from the nursing program and expulsion from the University. The results of a positive test for illegal drugs as defined herein or a refusal to undergo a required drug test will be reported to the applicable State Board of Nursing, where required by the applicable State Board(s) of Nursing’s statute(s) or regulation(s).

• Students must also adhere to any other additional policies prescribed by the clinical agency. It is the sole responsibility of the student to read and acknowledge the requirements of the clinical health care facility in addition to University policy.

• All costs associated with the drug test, including any transportation costs to or from the drug testing facility, will be the responsibility of the student.

• University of Phoenix, College of Nursing, campus officials may be required to report all failed drug tests to each State Board of Nursing in which the student holds a nursing license or certificate. Campus officials shall report test results to all applicable State Boards of Nursing as described in the applicable Board’s statutes and/or regulations.

**Master of Health Administration**

The following Master of Health Administration (MHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want
to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are influential to the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics and strategic planning. In addition to the University Learning Goals, graduates of the MHA program will: Create a strategic plan for a health care organization, analyze the impact of health care policy on delivery and services provided by the industry, evaluate informational technology and security management needs of health care, utilize data to support quality and performance measure decision-making processes for health care entities, demonstrate management of organizational finances within the economic environment of various health care industries, and analyze the impact of various management and leadership theories within health care organizations and delivery systems. Students can gain additional knowledge through the selection and completion of a 9 credit specialization in their area of interest. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mha.

MHA Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Introduction, 1 total credit
HCS 504 ................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing

Health Care Systems, 3 total credits
HCS 531 ~ ............................................................. 3 credits
Health Care Organizations and Delivery Systems

Finance, 3 total credits
HCS 577 ~ ............................................................. 3 credits
Financial Management in Health Care

Economics, 3 total credits
HCS 552 ~ ............................................................. 3 credits
Health Care Economics

Performance Measures/Data Quality, 3 total credits
HCS 588 ~ ............................................................. 3 credits
Measuring Performance Standards

Technology, 3 total credits
HCS 533 ~ ............................................................. 3 credits
Health Information Systems

Management/HR, 3 total credits
HCS 514 ~ ............................................................. 3 credits
Managing in Today’s Health Care Organizations

Policy and Organizational Behavior, 3 total credits
HCS 550 ~ ............................................................. 3 credits
Health Care Policy

Legal and Ethics, 3 total credits
HCS 545 ~ ............................................................. 3 credits
Health Law and Ethics

Electives, 6 total credits
Students will select two courses from the following:
HCS 535 ~ ............................................................. 3 credits
Concepts of Population Health
HCS 539 ~ ............................................................. 3 credits
Marketing for Health Care
HCS 548 ~ ............................................................. 3 credits
Foundations of Gerontology
HCS 567 ~ ............................................................. 3 credits
Entrepreneurship in Health Care
HCS 587 ~ ............................................................. 3 credits
Creating Change within Organizations
HCS 591 ~ ............................................................. 3 credits
Creating a Sustainable Health Care Organization

Health Administration, 9 total credits
HCS 525 ~ ............................................................. 3 credits
Leadership
HCS 529 ~ ............................................................. 3 credits
Contemporary Health Care Facility Design
HCS 542 ~ ............................................................. 3 credits
Health Care Research

Capstone, 3 total credits
HCS 589 ~ ............................................................. 3 credits
Health Care Strategic Management

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MHA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA

- Completion of a minimum of 43 credits.
- A minimum program grade point average (GPA) of 3.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Health Administration
• Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA
Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may be waived: HCS 504, HCS 589

All credit-bearing doctoral courses must be completed with a grade of “B-” or better. Students who earn a grade lower than a “B-” will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Minimum Grade Requirements for the MHA
• Students in this program are required to achieve a minimum grade of “B” (3.0) in following course: HCS 589. A “B-” grade is not acceptable. Students who fail to receive a minimum grade of “B” will be scholastically disqualified from the University.
• Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Course Descriptions for the MHA

HCS 504 ......................................................................................1 credit
Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCS 531 ...............................................................3 credits
Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.

HCS 577 ............................................................3 credits
Financial Management in Health Care
This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 552 ............................................................3 credits
Health Care Economics
This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

HCS 588 ............................................................3 credits
Measuring Performance Standards
Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

HCS 533 ............................................................3 credits
Health Information Systems
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information
systems within health care organizations.

HCS 514 ........................................................................... 3 credits

Managing in Today’s Health Care Organizations
This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.

HCS 550 ........................................................................... 3 credits

Health Care Policy
This course will provide students with an understanding of how health care policy influences systems and the delivery of care. Policymakers who influence the health status of a society will be identified as well as the role of economic health, interest groups, and the various levels of government involved in policymaking will be examined. Challenges, stakeholder impact, and organizational behavior, all caused by policy requirements, will be identified.

HCS 545 ........................................................................... 3 credits

Health Law and Ethics
Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 535 ........................................................................... 3 credits

Concepts of Population Health
This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

HCS 539 ........................................................................... 3 credits

Marketing for Health Care
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 548 ........................................................................... 3 credits

Foundations of Gerontology
This course introduces students to the field of gerontology and focuses on the aspect of aging. Emphasis will be placed on the basic conceptual and theoretical perspectives on aging using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., available programs and services, and current issues affecting older adults.

HCS 567 ........................................................................... 3 credits

Entrepreneurship in Health Care
This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.

HCS 587 ........................................................................... 3 credits

Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

HCS 591 ........................................................................... 3 credits

Creating a Sustainable Health Care Organization
This course explores the challenges faced by health care organizations as they create an environment focused on sustainability. Understanding sustainability, assessing institutional practices, supporting behavioral change, organizational leadership, and exploring innovation are examined.

HCS 525 ........................................................................... 3 credits

Leadership
This course examines organizational leadership in the context of the health care organization. Principles, theories and models of leadership are explored. Collaborative relationships, concepts of power and professional culture are explored. Students will articulate a personal vision of leadership and ways of providing direction within today’s complex health care system.

HCS 529 ........................................................................... 3 credits

Contemporary Health Care Facility Design
This course will provide students the opportunity to analyze and create plausible designs for a health care organization. Students will discuss current and future health care consumer utilization trends and environmental impacts, as well as examine the regulatory compliance requirements. Practical application of design and planning for a health care facility will be demonstrated.

HCS 542 ........................................................................... 3 credits

Health Care Research
This course focuses on the application of health care research methods. Emphasis will be placed on using evidenced based concepts to analyze current health care workplace issues, including the development of an effective research question, literature reviews, and concepts related to data design and collection.

HCS 589 ........................................................................... 3 credits

Health Care Strategic Management
This is the capstone course for the graduate health care programs. The development and presentation of health care organization’s strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

Master of Health Administration Concentration in Education

The following Master of Health Administration Concentration in Education (MHA/ED) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for
The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are influential to the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing context in finance, policy, research, technology, quality improvement, economics and strategic planning. In addition to the University Learning Goals, graduates of the MHA program will: create a strategic plan for a health care organization, analyze the impact of health care policy on delivery and services provided by the industry, evaluate informational technology and security management needs of health care, utilize data to support quality and performance measurement, make decision-making processes for health care entities, demonstrate management of organizational finances within the economic environment of various health care industries, and analyze the impact of various management and leadership theories within health care organizations and delivery systems. Students can gain additional knowledge through the selection and completion of a 9 credit specialization in their area of interest. 

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mha.

**MHA/ED Program Category Requirements**

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Program Introduction, 1 total credit**

HCS 504 ~ Introduction to Graduate Study in Health Sciences/Nursing

**Health Care Systems, 3 total credits**

HCS 531 ~ Health Care Organizations and Delivery Systems

**Finance, 3 total credits**

HCS 577 ~ Financial Management in Health Care

**Economics, 3 total credits**

HCS 552 ~ Health Care Economics

**Performance Measures/Data Quality, 3 total credits**

HCS 588 ~ Measuring Performance Standards

**Technology, 3 total credits**

HCS 533 ~ Health Information Systems

**Management/HR, 3 total credits**

HCS 514 ~ Managing in Today’s Health Care Organizations

**Policy and Organizational Behavior, 3 total credits**

HCS 550 ~ Health Care Policy

**Legal and Ethics, 3 total credits**

HCS 545 ~ Health Law and Ethics

**Electives, 6 total credits**

Students will select two courses from the following:

- HCS 535 ~ Concepts of Population Health
- HCS 539 ~ Health Care Strategic Management
- HCS 548 ~ Foundations of Gerontology
- HCS 549 ~ Entrepreneurship in Health Care
- HCS 554 ~ Creating Change within Organizations
- HCS 557 ~ Creating a Sustainable Health Care Organization

**Education Concentration, 9 total credits**

- HSN 540 ~ Teaching and Learning Strategies
- HSN 544 ~ Design and Process of Curriculum Development
- HCS 589 ~ Evaluation Methodology

**Capstone, 3 total credits**

HCS 589 ~

**Additional Admission Requirements for the MHA/ED**

All applicants are expected to meet the following admission requirements:

- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- A minimum grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- A minimum program grade point average (GPA) of 3.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Health Administration
• Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA/ED
Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589
The School of Advanced Studies offers a bridge opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program. In this bridge program, a master's degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master's degree program.

All credit-bearing doctoral courses must be completed with a grade of "B" or better. Students who earn a grade lower than a "B" will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Minimum Grade Requirements for the MHA/ED
• Students in this program are required to achieve a minimum grade of "B" (3.0) in following course: HCS 589. A "B" grade is not acceptable. Students who fail to receive a minimum grade of "B" will be scholastically disqualified from the University.
• Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: HSN 540, HSN 544. A "C" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
• Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Course Descriptions for the MHA/ED
HCS 504 .................................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.
HCS 531 .................................................................................. 3 credits
Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.
HCS 577 .................................................................................. 3 credits
Financial Management in Health Care
This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students will learn about cash management, financial statements, budgeting, pricing, and strategic forecasting. The course provides an introduction to strategies for success within the University’s adult learning model.
HCS 552 .................................................................................. 3 credits
Health Care Economics
This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.
HCS 588 .................................................................................. 3 credits
Measuring Performance Standards
Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.
HCS 533 .................................................................................. 3 credits
Health Information Systems
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information.
systems within health care organizations.
HCS 514 ...................................................................................3 credits

Managing in Today’s Health Care Organizations
This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.
HCS 550 ...................................................................................3 credits

Health Care Policy
This course will provide students with an understanding of how health care policy influences systems and the delivery of care. Policymakers who influence the health status of a society will be identified as well as the role of economic health, interest groups, and the various levels of government involved in policymaking will be examined. Challenges, stakeholder impact, and organizational behavior, all caused by policy requirements, will be identified.
HCS 545 ...................................................................................3 credits

Health Law and Ethics
Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.
HCS 535 ...................................................................................3 credits

Concepts of Population Health
This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detrimental health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.
HCS 539 ...................................................................................3 credits

Marketing for Health Care
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.
HCS 548 ...................................................................................3 credits

Foundations of Gerontology
This course introduces students to the field of gerontology and focuses on the aspect of aging. Emphasis will be placed on the basic conceptual and theoretical perspectives on aging using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., available programs and services, and current issues affecting older adults.
HCS 567 ...................................................................................3 credits

Entrepreneurship in Health Care
This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.
HCS 587 ...................................................................................3 credits

Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.
HCS 591 ...................................................................................3 credits

Creating a Sustainable Health Care Organization
This course explores the challenges faced by health care organizations as they create an environment focused on sustainability. Understanding sustainability, assessing institutional practices, supporting behavioral change, organizational leadership, and exploring innovation are examined.
HSN 540 ...................................................................................3 credits

Design and Process of Curriculum Development
Development of curriculum for programs in higher education settings are examined. This course focuses on curriculum planning and design, as well as development of individual courses and their relationship to program mission, objectives, and outcomes.
HCS 549 ...................................................................................3 credits

Evaluation Methodology
This course provides the student with the research methodology for health services research. Models of evaluation are examined and components such as stakeholder analysis, cost benefit effectiveness, decision-modeling, and statistical techniques are applied to decision making in health care organizations.
HCS 589 ...................................................................................3 credits

Health Care Strategic Management
This is the capstone course for the graduate health care programs. The development and presentation of health care organization’s strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

Master of Health Administration Concentration in Gerontology

The following Master of Health Administration Concentration in Gerontology (MHA/GER) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-
changing health care industry. These individuals have a capacity to
critically examine and evaluate issues and trends and are influen-
tial to the destiny of a broad and dynamic health care system. Cur-
riculum is tailored to the needs of the health care leader/manager
by providing content in finance, policy, research, technology, qual-
ity improvement, economics and strategic planning. In addition to
the University Learning Goals, graduates of the MHA program
will: create a strategic plan for a health care organization, analyze
the impact of health care policy on delivery and services provided
by the industry, evaluate informational technology and security
management needs of health care, utilize data to support quality
and performance measure decision-making processes for health
care entities, demonstrate management of organizational finances
within the economic environment of various health care industries,
amalyze the impact of various management and leadership
theories within health care organizations and delivery systems.
Students can gain additional knowledge through the selection and
completion of a 9 credit specialization in their area of interest.
For more information about our graduation rates, the median debt
of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/
programs/mha.

**MHA/GER Program Category Requirements**

Courses requiring prerequisites are identified by a ~ symbol fol-
lowing the course number.

**Program Introduction, 1 total credit**

- HCS 504 Introduction to Graduate Study in Health Sciences/Nursing ~ 1 credit

**Health Care Systems, 3 total credits**

- HCS 531 Health Care Organizations and Delivery Systems ~ 3 credits

**Finance, 3 total credits**

- HCS 577 Financial Management in Health Care ~ 3 credits

**Economics, 3 total credits**

- HCS 552 Health Care Economics ~ 3 credits

**Performance Measures/Data Quality, 3 total credits**

- HCS 588 Measuring Performance Standards ~ 3 credits

**Technology, 3 total credits**

- HCS 533 Health Information Systems ~ 3 credits

**Management/HR, 3 total credits**

- HCS 514 Managing in Today’s Health Care Organizations ~ 3 credits

**Policy and Organizational Behavior, 3 total credits**

- HCS 550 Health Care Policy ~ 3 credits

**Legal and Ethics, 3 total credits**

- HCS 545 Health Law and Ethics ~ 3 credits

**Electives, 6 total credits**

*Students will select two courses from the following:*

- HCS 535 Concepts of Population Health ~ 3 credits
- HCS 539 Marketing for Health Care ~ 3 credits
- HCS 567 Entrepreneurship in Health Care ~ 3 credits
- HCS 587 Creating Change within Organizations ~ 3 credits
- HCS 591 Creating a Sustainable Health Care Organization ~ 3 credits

**Gerontology Concentration, 9 total credits**

- HCS 548 Foundations of Gerontology ~ 3 credits
- HCS 551 Biological and Psychological Aspects of Aging ~ 3 credits
- HCS 557 Social and Cultural Aspects of Aging ~ 3 credits
- HCS 557 ~ 3 credits
- HCS 557 Creating Change within Organizations ~ 3 credits

**Capstone, 3 total credits**

- HCS 589 Health Care Strategic Management ~ 3 credits

The University reserves the right to modify the required course of
study.

**Additional Admission Requirements for the MHA/GER**

All applicants are expected to meet the following admissions
requirements:

- An undergraduate degree from a regionally or approved
  nationally accredited, or candidate for accreditation, college or
  university or comparable undergraduate bachelor’s degree
  earned at a recognized foreign institution or a graduate degree
  from an ABA accredited institution (i.e.- JD, LLB, LLM). If the
  institution became accredited while the student was attending,
  a minimum of 75% of the coursework taken toward the degree
  must have been completed while the institution was accredited
  or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the
  undergraduate degree posted transcript is required for
  admission.
- A minimum equivalent of three (3) years of full-time, post-high
  school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a
  suitable work environment for the completion of course
  assignments.

**Degree Requirements for the MHA/GER**

- Completion of a minimum of 43 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not
  appear on the diploma. The diploma awarded for this program
  will read as:
  Master of Health Administration
• Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA/GER

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589

The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program. In this bridge program, a master’s degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master’s degree program.

All credit-bearing doctoral courses must be completed with a grade of “B-” or better. Students who earn a grade lower than a “B-” will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Minimum Grade Requirements for the MHA/GER

• Students in this program are required to achieve a minimum grade of “B” (3.0) in following course: HCS 589. A “B-” grade is not acceptable. Students who fail to receive a minimum grade of “B” will be scholastically disqualified from the University.
• Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each course in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Course Descriptions for the MHA/GER

HCS 504 ................................................................................... 1 credit
Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCS 531 ................................................................................... 3 credits
Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.

HCS 552 ................................................................................... 3 credits
Health Care Economics
This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

HCS 588 ................................................................................... 3 credits
Managing in Today’s Health Care Organizations
This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.
HCS 550 ................................................................. 3 credits

Health Care Policy
This course will provide students with an understanding of how health care policy influences systems and the delivery of care. Policy-makers who influence the health status of a society will be identified as well as the role of economic health, interest groups, and the various levels of government involved in policymaking will be examined. Challenges, stakeholder impact, and organizational behavior, all caused by policy requirements, will be identified.

HCS 545 ................................................................. 3 credits

Health Law and Ethics
Students explore and analyze current ethical issues such as a biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 535 ................................................................. 3 credits

Concepts of Population Health
This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

HCS 539 ................................................................. 3 credits

Marketing for Health Care
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 567 ................................................................. 3 credits

Entrepreneurship in Health Care
This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.

HCS 587 ................................................................. 3 credits

Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

HCS 591 ................................................................. 3 credits

Creating a Sustainable Health Care Organization
This course explores the challenges faced by health care organizations as they create an environment focused on sustainability. Understanding sustainability, assessing institutional practices, supporting behavioral change, organizational leadership, and exploring innovation are examined.

HCS 548 ................................................................. 3 credits

Foundations of Gerontology
This course introduces students to the field of gerontology and focuses on the aspect of aging. Emphasis will be placed on the basic conceptual and theoretical perspectives on aging, using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., available programs and services, and current issues affecting older adults.

HCS 551 ................................................................. 3 credits

Biological and Psychological Aspects of Aging
This course examines the physical process of aging and the effects on physical and mental health. These topics are applied to disease prevention, health maintenance, and selected disorders that affect health and independent living. Public policy and program development issues will also be addressed to promote the health of the aging population.

HCS 557 ................................................................. 3 credits

Social and Cultural Aspects of Aging
This course examines the social and cultural perspectives on aging. Public and personal aspects of aging will be addressed through historical, theoretical, cultural, and social venues. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.

HCS 589 ................................................................. 3 credits

Health Care Strategic Management
This is the capstone course for the graduate health care programs. The development and presentation of health care organization’s strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

Master of Health Administration Concentration in Informatics

The following Master of Health Administration Concentration in Informatics (MHA/INF) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are influential to the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics and strategic planning. In addition to the University Learning Goals, graduates of the MHA program will: create a strategic plan for a health care organization, analyze the impact of health care policy on delivery and services provided by the industry, evaluate informational technology and security management needs of health care, utilize data to support quality and performance measure decision-making processes for health
care entities, demonstrate management of organizational finances within the economic environment of various health care industries, and analyze the impact of various management and leadership theories within health care organizations and delivery systems. Students can gain additional knowledge through the selection and completion of a 9 credit specialization in their area of interest. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mha.

MHA/INF Program Category Requirements
Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Introduction, 1 total credit
HCS 504 ~ Introduction to Graduate Study in Health Sciences/Nursing

Health Care Systems, 3 total credits
HCS 531 ~ Health Care Organizations and Delivery Systems
HCS 577 ~ Financial Management in Health Care
HCS 552 ~ Health Care Economics

Performance Measures/Data Quality, 3 total credits
HCS 588 ~ Measuring Performance Standards

Technology, 3 total credits
HCS 533 ~ Health Information Systems

Management/HR, 3 total credits
HCS 514 ~ Managing in Today’s Health Care Organizations

Policy and Organizational Behavior, 3 total credits
HCS 550 ~ Health Care Policy

Legal and Ethics, 3 total credits
HCS 545 ~ Health Law and Ethics

Electives, 6 total credits
Students will select two courses from the following:
HCS 535 ~ Concepts of Population Health
HCS 539 ~ Concepts of Gerontology
HCS 548 ~ Marketing for Health Care
HCS 567 ~ Foundations of Gerontology
HCS 567 ~ Entrepreneurship in Health Care
HCS 587 ~ Creating Change within Organizations

HCS 591 ~ Creating a Sustainable Health Care Organization

Informatics Concentration, 9 total credits
HCS 500 ~ Concepts of Health Care Informatics
HCS 510 ~ Systems Life Cycle
HCS 520 ~ Data Management and Design

Capstone, 3 total credits
HCS 589 ~ Health Care Strategic Management

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MHA/INF
All applicants are expected to meet the following admissions requirements:
• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e. JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
• A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/INF
• Completion of a minimum of 43 credits.
• A minimum program grade point average (GPA) of 3.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Master of Health Administration
• Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA/INF
Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course
of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- All credit-bearing doctoral courses must be completed with a grade of "B-" or better. Students who earn a grade lower than a "B-") will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Minimum Grade Requirements for the MHA/INF

- Students in this program are required to achieve a minimum grade of "B" (3.0) in following course: HCS 589. A "B" grade is not acceptable. Students who fail to receive a minimum grade of "B" will be scholastically disqualified from the University.
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Course Descriptions for the MHA/INF

HCS 504 ................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCS 531 ................................................................. 3 credits
Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.

HCS 577 ................................................................. 3 credits
Financial Management in Health Care
This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 552 ................................................................. 3 credits
Health Care Economics
This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

HCS 588 ................................................................. 3 credits
Measuring Performance Standards
Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

HCS 533 ................................................................. 3 credits
Health Information Systems
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

HCS 514 ................................................................. 3 credits
Managing in Today's Health Care Organizations
This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.

HCS 550 ................................................................. 3 credits
Health Care Policy
This course will provide students with an understanding of how health care policy influences systems and the delivery of care. Policymakers who influence the health status of a society will be identified as well as the role of economic health, interest groups, and the various levels of government involved in policymaking will be examined. Challenges, stakeholder impact, and organizational behavior, all caused by policy requirements, will be identified.

HCS 545 ................................................................. 3 credits
Health Law and Ethics
Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include
legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 535 ..............................................................................................3 credits

Concepts of Population Health
This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and deterrents of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

HCS 539 ..............................................................................................3 credits

Marketing for Health Care
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 548 ..............................................................................................3 credits

Foundations of Gerontology
This course introduces students to the field of gerontology and focuses on the aspects of aging. Emphasis will be placed on the basic conceptual and theoretical perspectives on aging using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., available programs and services, and current issues affecting older adults.

HCS 567 ..............................................................................................3 credits

Entrepreneurship in Health Care
This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs; identifying and quantifying market opportunities in the health care market, as well as conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.

HCS 587 ..............................................................................................3 credits

Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

HCS 591 ..............................................................................................3 credits

Creating a Sustainable Health Care Organization
This course explores the challenges faced by health care organizations as they create an environment focused on sustainability. Understanding sustainability, assessing institutional practices, supporting behavioral change, organizational leadership, and exploring innovation are examined.

HCS 590 ..............................................................................................3 credits

Concepts of Health Care Informatics
This course will introduce the student to the basic concepts of health care informatics and health information management. It will build on a historical foundation of informatics and roles of the informatics specialist.

HCS 510 ..............................................................................................3 credits

Systems Life Cycle
This course will focus on the selection and implementation of an information system within a health facility. The course will review the phases of the life cycle: planning, analysis, design, implementation and evaluation.

HCS 520 ..............................................................................................3 credits

Data Management and Design
This course will provide an overview of the understanding of how data, information and knowledge provides the foundation for healthcare information systems. The course will focus on the concepts of information and knowledge in relation to databases, systems operations and information systems.

HCS 589 ..............................................................................................3 credits

Health Care Strategic Management
This is the capstone course for the graduate health care programs. The development and presentation of health care organization’s strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspectives of and delivery systems.

The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex and evolving nature of the health care industry.

Master of Health Administration Concentration in Sustainability Management

The following Master of Health Administration Concentration in Sustainability Management (MHA/SUS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are influential to the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics and strategic planning. In addition to the University Learning Goals, graduates of the MHA program will: create a strategic plan for a health care organization, analyze the impact of health care policy on delivery and services provided by the industry, evaluate informational technology and security management needs of health care, utilize data to support quality and performance measure decision-making processes for health care entities, demonstrate management of organizational finances within the economic environment of various health care industries, and analyze the impact of various management and leadership theories within health care organizations and delivery systems. Students can gain additional knowledge through the selection and completion of a 9 credit specialization in their area of interest.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mha.

MHA/SUS Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol fol-
Students will select two courses from the following:

**Program Introduction, 1 total credit**
HCS 504 ................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing

**Health Care Systems, 3 total credits**
HCS 531 ~ ............................................................ 3 credits
Health Care Organizations and Delivery Systems

**Finance, 3 total credits**
HCS 577 ~ ............................................................ 3 credits
Financial Management in Health Care

**Economics, 3 total credits**
HCS 552 ~ ............................................................ 3 credits
Health Care Economics

**Performance Measures/Data Quality, 3 total credits**
HCS 588 ~ ............................................................ 3 credits
Measuring Performance Standards

**Technology, 3 total credits**
HCS 533 ~ ............................................................ 3 credits
Health Information Systems

**Management/HR, 3 total credits**
HCS 514 ~ ............................................................ 3 credits
Managing in Today’s Health Care Organizations

**Policy and Organizational Behavior, 3 total credits**
HCS 550 ~ ............................................................ 3 credits
Health Care Policy

**Legal and Ethics, 3 total credits**
HCS 545 ~ ............................................................ 3 credits
Health Law and Ethics

**Electives, 6 total credits**
*Students will select two courses from the following:*
HCS 535 ~ ............................................................ 3 credits
Concepts of Population Health
HCS 539 ~ ............................................................ 3 credits
Marketing for Health Care
HCS 548 ~ ............................................................ 3 credits
Foundations of Gerontology
HCS 567 ~ ............................................................ 3 credits
Entrepreneurship in Health Care
HCS 587 ~ ............................................................ 3 credits
Creating Change within Organizations

**Sustainability Management Concentration, 9 total credits**
HCS 591 ~ ............................................................ 3 credits
Creating a Sustainable Health Care Organization
HCS 593 ~ ............................................................ 3 credits
Economics of Sustainability
HCS 596 ~ ............................................................ 3 credits
Issues in Environmental Sustainability

**Capstone, 3 total credits**
HCS 589 ~ ............................................................ 3 credits
Health Care Strategic Management

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the MHA/SUS**
All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

**Degree Requirements for the MHA/SUS**

- Completion of a minimum of 43 credits.

- A minimum program grade point average (GPA) of 3.0.

- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Master of Health Administration

- Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

**Residency Requirements and Course Waivers for the MHA/SUS**

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589

The School of Advanced Studies offers a bridge opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program. In this bridge program, a master's degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master's degree program.

All credit-bearing doctoral courses must be completed with a grade of "B-" or better. Students who earn a grade lower than a "B-" will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Minimum Grade Requirements for the MHA/SUS
- Students in this program are required to achieve a minimum grade of "B" (3.0) in following course: HCS 589. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" will be scholastically disqualified from the University.
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Course Descriptions for the MHA/SUS

HCS 504 ...................................................................................1 credit

Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University's adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCS 531 ...................................................................................3 credits

Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.

HCS 577 ...................................................................................3 credits

Financial Management in Health Care
This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 582 ...................................................................................3 credits

Health Care Economics
This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

HCS 588 ...................................................................................3 credits

Measuring Performance Standards
Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

HCS 553 ...................................................................................3 credits

Health Information Systems
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

HCS 514 ...................................................................................3 credits

Managing in Today's Health Care Organizations
This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.

HCS 550 ...................................................................................3 credits

Health Care Policy
This course will provide students with an understanding of how health care policy influences systems and the delivery of care. Policymakers who influence the health status of a society will be identified as well as the role of economic health, interest groups, and the various levels of government involved in policymaking will be examined. Challenges, stakeholder impact, and organizational behavior, all caused by policy requirements, will be identified.

HCS 545 ...................................................................................3 credits

Health Law and Ethics
Students explore and analyze current ethical issues such as a biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 535 ...................................................................................3 credits

Concepts of Population Health
This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health
issues.
HCS 539 ................................................................. 3 credits
Marketing for Health Care
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.
HCS 548 ................................................................. 3 credits
Foundations of Gerontology
This course introduces students to the field of gerontology and focuses on the aspect of aging. Emphasis will be placed on the basic conceptual and theoretical perspectives on aging using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., available programs and services, and current issues affecting older adults.
HCS 567 ................................................................. 3 credits
Entrepreneurship in Health Care
This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.
HCS 587 ................................................................. 3 credits
Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.
HCS 591 ................................................................. 3 credits
Creating a Sustainable Health Care Organization
This course explores the challenges faced by health care organizations as they create an environment focused on sustainability. Understanding sustainability, assessing institutional practices, supporting behavioral change, organizational leadership, and exploring innovation are examined.
HCS 593 ................................................................. 3 credits
Economics of Sustainability
This course examines the economic issues related to the management of resources in the creation of lean/green environmentally focused organizations. Topics include financial implications, economic analysis of sustainable goods and resources, as well as measures collaborating with external programs and services.
HCS 596 ................................................................. 3 credits
Issues in Environmental Sustainability
Sustainability strategies are evolving and transforming the landscape of health care. This course will explore the impact of technology, regulations, societal and community interactions, and use of evidenced based knowledge to support environmental sustainability.
HCS 589 ................................................................. 3 credits
Health Care Strategic Management
This is the capstone course for the graduate health care programs. The development and presentation of health care organization's strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

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Master of Science in Nursing

The following Master of Science in Nursing (MSN) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Nursing (MSN) program, accredited by the Commission on Collegiate Nursing Education (CCNE)* enhances the knowledge and skills of registered nurses with baccalaureate degree preparation. The program prepares nurses for advanced practice to function in leadership roles in practice and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care.

Students complete core courses in advanced nursing content and process, as well as on leadership skills. Specializations assist students to concentrate on developing increased knowledge and/or skills in specific area of content or advanced practice role.

The course sequence will be completed in the order determined by the University. The University reserves the right to modify and/or resquence the curriculum as necessary. All course work must be completed satisfactorily or be repeated. All courses that do not meet the required minimum grade must be repeated.

* For more information about accreditation, please contact CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202)887-6791

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn.

**MSN Required Course of Study**

Courses requiring prerequisites are identified by a ~ symbol following the course number.

HCS 504 ................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing

HCS 587 ~ ................................................................. 3 credits
Creating Change Within Organizations

HCS 571 ~ ................................................................. 3 credits
Financial Resource Management

NUR 513 ~ ................................................................. 3 credits
Theoretical Foundations of Practice

NUR 531 ~ ................................................................. 3 credits
Influencing the Future of Nursing and Health Care

NUR 588 ~ ................................................................. 3 credits
Developing and Evaluating Educational Programs

NUR 590A ~ .............................................................. 1 credit
Nursing Practicum-A

NUR 542 ~ ................................................................. 2 credits

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Dynamics of Family Systems
NUR 544 ................................................................. 3 credits
Population-Focused Health Care
NUR 518 ................................................................. 3 credits
Analysis of Research Reports
NUR 587 ................................................................. 3 credits
Leadership and Management in Nursing and Health Care
NUR 590B .............................................................. 2 credits
Nursing Practicum-B
NUR 598 ................................................................. 3 credits
Research Utilization Project
HCS 578 ................................................................. 3 credits
Ethical, Legal, and Regulatory Issues in Health Care
HCS 588 ................................................................. 3 credits
Measuring Performance Standards

The University reserves the right to modify the required course of study.

Nursing Practicum/Clinical Hours for the MSN

The Nursing Practicum allows students the opportunity to apply what they have learned in the program. Students develop learning objectives for the experience and, along with a faculty member and mentor, they achieve the objectives through approved student experiences at selected locations. There is a minimum 60 hours applied practicum clinical experience required. A minimum of 21 graduate credits must be completed before enrollment in the Practicum course. Clinical experiences may focus on leadership, education, or administration. The nursing practicum is intended to serve as a capstone experience that allows the student to integrate graduate level nursing course content to an area of nursing of interest to the student.

Additional Admission Requirements for the MSN

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Current employment is not a requirement for admission.
- Applicants must reside in the United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
- Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree -MSN-I. The International version of the MSN/I does not offer any specializations such as Informatics or Health Care Education. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

Additional Academic Progression Requirements for the MSN

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses NUR 403, NUR 443 and NUR 440 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice
- Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.
- Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

Minimum Grade Requirements for the MSN

- If students do not pass the bridge courses with a C or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- All MSN and MSN bridge students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension. Appeals through SAC for readmission to the program will not be accepted by the College of Nursing.

Degree Requirements for the MSN

- Completion of a minimum of 39 credits (48 credits for the MSN bridge).
- A minimum program grade point average (GPA) of 3.0. Grades earned in MSN bridge courses are calculated in the MSN...
Residency Requirements and Course Waivers for the MSN

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the required course of study, must be completed at University of Phoenix. Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

- In order to waive a course in the required course of study, the student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better; and
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

- The following courses will not be waived from the degree program: HCS 504, NUR 598, NUR 590A/B

Course Descriptions for the MSN

HCS 504 ................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCS 587 ................................................................. 3 credits
Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

HCS 571 ................................................................. 3 credits
Financial Resource Management
Processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Concepts of financial accounting and reporting, as well as basic economic principles, are applied. Students use budgetary and economic concepts and principles for financial decision-making for a health care service or unit.

NUR 513 ................................................................. 3 credits
Theoretical Foundations of Practice
This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory and nursing knowledge in professional environments.

NUR 531 ................................................................. 3 credits
Influencing the Future of Nursing and Health Care
The role of advanced practice nurses in today’s health care environment provides numerous opportunities and responsibilities. Nursing’s potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care policy are developed.

NUR 588 ................................................................. 3 credits
Developing and Evaluating Educational Programs
Identifying learning needs provides the foundation for designing health care educational programs for individuals, families, groups, or communities. Students select and develop teaching strategies and explore ways of monitoring and evaluating teaching methods and learner outcomes. Roles of educators in organizations, communities, and higher education settings are examined.

NUR 590A ............................................................. 1 credit
Nursing Practicum-A
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

NUR 542 ................................................................. 2 credits
Dynamics of Family Systems
Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.

NUR 544 ................................................................. 3 credits
Population-Focused Health Care
Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized.

NUR 518 ................................................................. 3 credits
Analysis of Research Reports
Evidence-based practice relies upon analyzing the scientific merit of nursing research reports and integrating the results from valid studies into care. Published reports using quantitative and qualitative methods are examined to determine the validity of study findings and their readiness for implementation into practice. Ethics in research is also considered.

NUR 587 ................................................................. 3 credits
Leadership and Management in Nursing and Health Care
Ways of using leadership and management concepts, principles, theories, and models in advanced nursing practice and executive roles are explored. Skills that facilitate collaborative relationships and decisions consistent with stewardship of resources are examined. Students articulate a personal vision of leadership and ways of providing direction within today’s complex health care system.
NUR 590B .................................................................2 credits
Nursing Practicum - B

This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

NUR 598 .................................................................3 credits
Research Utilization Project

This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.

HCS 578 .................................................................3 credits
Ethical, Legal, and Regulatory Issues in Health Care

Ethical principles and decision making models are used to address and understand complex health care issues. Legal concepts and regulatory agency and other public policies influence the direction and financing of health care.

HCS 588 .................................................................3 credits
Measuring Performance Standards

Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

NUR 403 .................................................................3 credits
Theories and Models of Nursing Practice

This course is designed to focus baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts of professional nursing are presented within the unifying framework of Jean Watson’s Theory of Human Caring.

NUR 443 .................................................................3 credits
Evidence-Based Nursing Research and Practice

This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 440 .................................................................3 credits
Health Assessment and Promotion for Vulnerable Population

This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.

Master of Science in Nursing/International

The following Master of Nursing/International (MSN/I) program may be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Nursing/International program enhances the knowledge and skills of registered nurses with baccalaureate degree preparation. The program prepares advanced practice nurses to function in leadership roles in practice and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete core courses in advanced nursing content and process, as well as on leadership skills. Specializations assist students to concentrate on developing increased knowledge and/or skills in a specific area of content or advanced practice role. This degree is intended for non-US residents and does not prepare the students for U.S. licensure.

* For more information about accreditation, please contact CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791

MSN/I Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number.

HCS 504 ~......................................................................1 credit
Introduction to Graduate Study in Health Sciences/Nursing

NUR 513 ~.......................................................................3 credits
Theoretical Foundations of Practice

NUR 518 ~ .......................................................................3 credits
Analysis of Research Reports

HCS 571 ~ .......................................................................3 credits
Financial Resource Management

NUR 531 ~ .......................................................................3 credits
Influencing the Future of Nursing and Health Care

NUR 588 ~ .......................................................................3 credits
Developing and Evaluating Educational Programs

HCS 587 ~ .......................................................................3 credits
Creating Change within Organizations

NUR 544 ~ .......................................................................3 credits
Population-focused Health Care

NUR 590A ~ .....................................................................1 credit
Nursing Practicum - A

NUR 587 ~ .......................................................................3 credits
Leadership and Management in Nursing and Health Care

NUR 542 ~ ........................................................................2 credits
Dynamics of Family Systems

NUR 598 ~ .......................................................................3 credits
Research Utilization Project

NUR 590B ~ .....................................................................2 credits
Nursing Practicum - B

HCS 588 ~ .......................................................................3 credits
Measuring Performance Standards

HCS 578 ~ .......................................................................3 credits
Ethical, Legal and Regulatory Issues in Health Care

The University reserves the right to modify the required course of study.

Nursing Practicum/Clinical Hours

The Nursing Practicum allows students the opportunity to apply what they have learned in the program. Students develop learning objectives for the experience and, along with a faculty member and
ment, they achieve the objectives through approved student experiences at selected locations. There is a minimum 60 hours applied practicum clinical experience required. A minimum of 21 graduate credits must be completed before enrollment in the Practicum course. Clinical experiences may focus on leadership, education, or administration. The nursing practicum is intended to serve as a capstone experience that allows the student to integrate graduate level nursing course content to an area of nursing of interest to the student.

Additional Admission Requirements for the MSN/I

- Applicants must be residents outside of the United States or approved US Territories. Applicants residing in the Commonwealth of Puerto Rico must enroll in the International version. Program will be offered only through the Online Campus.
- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Current employment is not a requirement for admission.
- A signed Foreign Nursing Memo of Understanding.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
- All Canadian students must complete the Canadian RN License Acknowledgment Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants residing in the Commonwealth of Puerto Rico must have an approved appeal on file documenting successful completion of the US NCLEX-RN exam and that all Puerto Rico RN licensing requirements are met to be eligible for admission.

Degree Requirements for the MSN/I

The degree requirements for this program are the following:
- Completion of a minimum of 39 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Science in Nursing

Additional Academic Progression Requirements for the MSN/I

- Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.

Minimum Grade Requirements for the MSN/I

- All MSN students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension. Appeals through SAC for readmission to the program will not be accepted by the College of Nursing.

Residency Requirements and Course Waivers for the MSN/I

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix. Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to waive a course in the required course of study, students must have completed a previous course which meets the following criteria:
- The course must have been completed and transcripted from a regionally accredited, or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses will not be waived from the degree program: HCS 504, NUR 598, NUR 590A, NUR 590B

Course Descriptions for the MSN/I

HCS 504 ................................................................................... 1 credit

Introduction to Graduate Study in Health Sciences/Nursing

This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

NUR 513 ................................................................................... 3 credits

Theoretical Foundations of Practice

This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metapara-
Analysis of Research Reports
Evidence-based practice relies upon analyzing the scientific merit of nursing research reports and integrating the results from valid studies into care. Published reports using quantitative and qualitative methods are examined to determine the validity of study findings and their readiness for implementation into practice. Ethics in research is also considered.

Financial Resource Management
Processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Concepts of financial accounting and reporting, as well as basic economic principles, are applied. Students use budgetary and economic concepts and principles for financial decision-making for a health care service or unit.

Influencing the Future of Nursing and Health Care
The role of advanced practice nurses in today’s health care environment provides numerous opportunities and responsibilities. Nursing’s potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care policy are developed.

Developing and Evaluating Educational Programs
Identifying learning needs provides the foundation for designing health care educational programs for individuals, families, groups, or communities. Students select and develop teaching strategies and explore ways of monitoring and evaluating teaching methods and learner outcomes. Roles of educators in organizations, communities, and higher education settings are examined.

Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

Population-Focused Health Care
Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized.

Leadership and Management in Nursing and Health Care
Ways of using leadership and management concepts, principles, theories, and models in advanced nursing practice and executive roles are explored. Skills that facilitate collaborative relationships and decisions consistent with stewardship of resources are examined. Students articulate a personal vision of leadership and ways of providing direction within today’s complex health care system.

Dynamics of Family Systems
Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.

Research Utilization Project
This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.

Nursing Practicum-B
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

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.

Ethical, Legal, and Regulatory Issues in Health Care
Ethical principles and decision making models are used to address and understand complex health care issues. Legal concepts and regulatory agency and other public policies influence the direction and financing of health care.

Master of Science in Nursing/Specialization in Nursing/Health Care Education

The following Master of Science in Nursing/Specialization in Nursing/Health Care Education (MSN/ED) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Nursing (MSN) program, accredited by
the Commission on Collegiate Nursing Education (CCNE)*, enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares advanced practice nurses to function in leadership roles in practice and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care.

Students complete core courses in advanced nursing content and process, as well as on leadership skills. Specializations assist students to concentrate on developing increased knowledge and/or skills in a specific area of content or advanced practice role. This course series is designed for nursing and health care professionals interested in pursuing or advancing in careers as faculty in higher educational settings. Those with no background in higher education receive a strong foundation for the many dimensions of the faculty role. Current educators can update or expand their knowledge in curriculum development, assessment and evaluation, and instructional strategies.

This credit-bearing specialization is also available as a certificate program for post-baccalaureate students. The four courses in the education specialization/certificate program are available at campuses offering nursing or health care degree programs using on-ground and/or flexnet delivery, as well as through the online campus.

* For more information about accreditation, please contact CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791

For more information about our graduation rates, the median debt of students who completed the program, and/or flexnet delivery, as well as through the online campus.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/

**MSN/ED Required Course of Study**

Courses requiring prerequisites are identified by a ~ symbol following the course number.

HCS 504 .................................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing
NUR 513 ~ ............................................................................. 3 credits
Theoretical Foundations of Practice
NUR 518 ~ ............................................................................. 3 credits
Analysis of Research Reports
NUR 531 ~ ............................................................................. 3 credits
Influencing the Future of Nursing and Health Care
HCS 587 ~ ............................................................................. 3 credits
Creating Change Within Organizations
NUR 544 ~ ............................................................................. 3 credits
Population-Focused Health Care
HSN 544 ~ ............................................................................. 3 credits
Design and Process of Curriculum Development
HCS 571 ~ ............................................................................. 3 credits
Financial Resource Management
NUR 590A~ ............................................................................. 1 credit
Nursing Practicum - A
NUR 587 ~ ............................................................................. 3 credits
Leadership and Management in Nursing and Health Care
NUR 542 ~ ............................................................................. 2 credits
Dynamics of Family Systems
NUR 598 ~ ............................................................................. 3 credits
Research Utilization Project
NUR 590B ~ ............................................................................. 2 credits

Nursing Practicum - B
HSN 548 .................................................................................. 3 credits
Role of the Health Care/Nursing Educator
HSN 540 ~ ............................................................................. 3 credits
Teaching and Learning Strategies
HSN 552 ~ ............................................................................. 3 credits
Assessment and Evaluation of Learning
The University reserves the right to modify the required course of study.

**Nursing Practicum/Clinical Hours**

The Nursing Practicum allows students the opportunity to apply what they have learned in the program. Students develop learning objectives for the experience and, along with a faculty member and mentor, they achieve the objectives through approved student experiences at selected locations. There is a minimum 60 hours applied practicum clinical experience required. A minimum of 21 graduate credits must be completed before enrollment in the Practicum course. Clinical experiences may focus on leadership, education, or administration. The nursing practicum is intended to serve as a capstone experience that allows the student to integrate graduate level nursing course content to an area of nursing of interest to the student.

**Additional Admission Requirements for the MSN/ED**

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Current employment is not a requirement for admission.
- Applicants must reside in the United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Marianas Islands
  - US Virgin Islands
• Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree -MSN-I. The International version of the MSN/I does not offer any specializations such as Informatics or Health Care Education. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.

• Signed Criminal Background Check Disclosure

• Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure

• Signed FERPA Release/Drug Test or Failure to Test Results

Additional Academic Progression Requirements for the MSN/ED

• Students enrolling in the MSN/ED bridge program must complete the three MSN bridge courses NUR 403, NUR 443 and NUR 440 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.

• Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.

• Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

Minimum Grade Requirements for the MSN/ED

• Students in this program are required to achieve a minimum grade of “C” (2.0) in the following courses: HSN 540, HSN 544, HSN 548, HSN 552. A “C-” grade is not acceptable. Students who fail to receive a minimum grade of “C” will be scholastically disqualified from the University.

• If students do not pass the bridge courses with a C or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.

• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.

• All MSN and MSN bridge students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension. Appeals through SAC for readmission to the program will not be accepted by the College of Nursing.

Degree Requirements for the MSN/ED

• Completion of a minimum of 42 credits (51 credits for MSN/ED bridge).

• A minimum program grade point average (GPA) of 3.0.

• The diploma awarded for this program will read as: Master of Science in Nursing

Residency Requirements and Course Waivers for the MSN/ED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 33 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

• In order to waive a course in the required course of study, students must have completed a previous course which meets the following criteria:

  • The course must have been completed and transcripted from a regionally accredited, or approved nationally accredited, or candidate for accreditation, college or university.

  • The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better, and

  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses will not be waived from the degree program: HCS 504, NUR 598, NUR 590A, NUR 590B

Course Descriptions for the MSN/ED

HCS 504 .................................................................1 credit

Introduction to Graduate Study in Health Sciences/Nursing

This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

NUR 513 .......................................................................3 credits
Theoretical Foundations of Practice
This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory and nursing knowledge in professional environments.
NUR 518 ................................................................. 3 credits

Analysis of Research Reports
Evidence-based practice relies upon analyzing the scientific merit of nursing research reports and integrating the results from valid studies into care. Published reports using quantitative and qualitative methods are examined to determine the validity of study findings and their readiness for implementation into practice. Ethics in research is also considered.
NUR 531 ................................................................. 3 credits

Influencing the Future of Nursing and Health Care
The role of advanced practice nurses in today’s health care environment provides numerous opportunities and responsibilities. Nursing’s potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care policy are developed.
HCS 587 ................................................................. 3 credits

Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.
NUR 544 ................................................................. 3 credits

Population-Focused Health Care
Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized.
HSN 544 ................................................................. 3 credits

Design and Process of Curriculum Development
Development of curriculum for programs in higher education settings are examined. This course focuses on curriculum planning and design, as well as development of individual courses and their relationship to program mission, objectives, and outcomes.
HCS 571 ................................................................. 3 credits

Financial Resource Management
Processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Concepts of financial accounting and reporting, as well as basic economic principles, are applied. Students use budgetary and economic concepts and principles for financial decision-making for a health care service or unit.
NUR 590A ............................................................. 1 credit

Nursing Practicum-A
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.
NUR 587 ................................................................. 3 credits

Leadership and Management in Nursing and Health Care
Ways of using leadership and management concepts, principles, theories, and models in advanced nursing practice and executive roles are explored. Skills that facilitate collaborative relationships and decisions consistent with stewardship of resources are examined. Students articulate a personal vision of leadership and ways of providing direction within today’s complex health care system.
NUR 542 ................................................................. 2 credits

Dynamics of Family Systems
Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.
NUR 598 ................................................................. 3 credits

Research Utilization Project
This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose an evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.
NUR 590B ............................................................. 2 credits

Nursing Practicum-B
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.
HSN 548 ................................................................. 3 credits

Role of the Health Care/Nursing Educator
Responsibilities of faculty within various higher education settings are explored. Trends and issues that impact the educator role within changing health care and educational environments are discussed. Topics such as technological, legal, ethical, and professional dynamics are included.
HSN 540 ................................................................. 3 credits

Teaching and Learning Strategies
This course will focus on the concepts of learning, cognitive, and psychomotor learning, and the principles of adult learning. Selection and development of teaching strategies that enhance and facilitate learning will be explored.
HSN 552 ................................................................. 3 credits

Assessment and Evaluation of Learning
Methods of assessing learning in higher education are analyzed and applied in different learning situations. Processes and problems related to course learning assessments as well as evaluating programmatic outcomes are examined. Designing measures to evaluate learner and curricular outcomes are addressed.
NUR 403 ................................................................. 3 credits

Theories and Models of Nursing Practice
This course is designed to focus baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts of professional nursing are presented within the unifying framework of Jean Watson’s Theory of Human Caring.
NUR 443 .................................................................3 credits
Evidence-Based Nursing Research and Practice
This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.
NUR 440 .................................................................3 credits

Health Assessment and Promotion for Vulnerable Population
This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.

Master of Science in Nursing/Specialization in Informatics

The following Master of Science in Nursing/Specialization in Informatics (MSN/INF) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Nursing (MSN) program, accredited by the Commission on Collegiate Nursing Education (CCNE)*, enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares advanced practice nurses to function in leadership roles in practice and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete core courses in advanced nursing content and process, as well as on leadership skills. Specializations assist students to concentrate on developing increased knowledge and/or skills in a specific area of content or advanced practice role.

* For more information about accreditation, please contact CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202)887-6791

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-inf.

MSN/INF Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number.
HCS 504 .................................................................1 credit
Introduction to Graduate Study in Health Sciences/Nursing
NUR 513 ~ .................................................................3 credits
Theoretical Foundations of Practice
NUR 518 ~ .................................................................3 credits
Analysis of Research Reports
NUR 531 ~ .................................................................3 credits
Influencing the Future of Nursing and Health Care
HCS 587 ~ .................................................................3 credits
Creating Change Within Organizations
NUR 544 ~ .................................................................3 credits

Population-Focused Health Care
NUR 590A ~ .................................................................1 credit
Nursing Practicum - A
HCS 571 ~ .................................................................3 credits
Financial Resource Management
NUR 587 ~ .................................................................3 credits
Leadership and Management in Nursing and Health Care
NUR 542 ~ .................................................................2 credits
Dynamics of Family Systems
NUR 598 ~ .................................................................3 credits
Research Utilization Project
NUR 590B ~ .................................................................2 credits
Nursing Practicum - B
HCI 500 ~ .................................................................3 credits
Concepts of Health Care Informatics
HCI 510 ~ .................................................................3 credits
Systems Life Cycle
HCI 520 ~ .................................................................3 credits
Data Management and Design

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/INF

• An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

• Current employment is not a requirement for admission.

• Applicants must reside in the United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  • Guam
  • American Samoa
  • Northern Mariana Islands
  • US Virgin Islands

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• Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree -MSN-I. The International version of the MSN/I does not offer any specializations such as Informatics or Health Care Education. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.

• Signed Criminal Background Check Disclosure

• Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure

• Signed FERPA Release/Drug Test or Failure to Test Results

Additional Academic Progression Requirements for the MSN/INF

• Students enrolling in the MSN bridge program must complete the three MSN bridge courses NUR 403, NUR 443 and NUR 440 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.

• Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.

• Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

Minimum Grade Requirements for the MSN/INF

• If students do not pass the bridge courses with a C or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.

• All MSN and MSN bridge students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension. Appeals through SAC for readmission to the program will not be accepted by the College of Nursing.

Degree Requirements for the MSN/INF

• Completion of a minimum of 39 credits (48 credits for MSN/INF bridge).

• A minimum program grade point average (GPA) of 3.0.

Grades earned in MSN/INF bridge courses are calculated in the MSN/INF grade point average (GPA).

• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Master of Science in Nursing

Residency Requirements and Course Waivers for the MSN/INF

• Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

• Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

• The following courses in the Required Course of Study may not be waived: HCS 504, NUR 590A, NUR 590B, NUR 598

Course Descriptions for the MSN/INF

HCS 504 ........................................................................................................ 1 credit
Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University's adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.
NUR 513................................................................................................. 3 credits
Theoretical Foundations of Practice
This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory and nursing knowledge in professional environments.
NUR 518................................................................................................. 3 credits
Analysis of Research Reports
Evidence-based practice relies upon analyzing the scientific merit of nursing research reports and integrating the results from valid studies into care. Published reports using quantitative and qualitative methods are examined to determine the validity of study find-
Influencing the Future of Nursing and Health Care
The role of advanced practice nurses in today’s health care environment provides numerous opportunities and responsibilities. Nursing’s potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care policy are developed.

HCS 587 .................................................................................... 3 credits

Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

NUR 554 .................................................................................... 3 credits

Population-Focused Health Care
Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized.

NUR 590A .................................................................................. 1 credit

Nursing Practicum-A
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

HCS 571 .................................................................................... 3 credits

Financial Resource Management
Processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Concepts of financial accounting and reporting, as well as basic economic principles, are applied. Students use budgetary and economic concepts and principles for financial decision-making for a health care service or unit.

NUR 587 .................................................................................... 3 credits

Leadership and Management in Nursing and Health Care
Ways of using leadership and management concepts, principles, theories, and models in advanced nursing practice and executive roles are explored. Skills that facilitate collaborative relationships and decisions consistent with stewardship of resources are examined. Students articulate a personal vision of leadership and ways of providing direction within today’s complex health care system.

NUR 542 .................................................................................... 2 credits

Dynamics of Family Systems
Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.

NUR 598 .................................................................................... 3 credits

Research Utilization Project
This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.

NUR 590B .................................................................................. 2 credits

Nursing Practicum-B
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

HCI 500 ..................................................................................... 3 credits

Systems Life Cycle
This course will focus on the selection and implementation of an information system within a health facility. The course will review the phases of the life cycle: planning, analysis, design, implementation and evaluation.

HCI 520 ..................................................................................... 3 credits

Data Management and Design
This course will provide an overview of the understanding of how data, information and knowledge provides the foundation for healthcare information systems. The course will focus on the concepts of information and knowledge in relation to databases, systems operations and information systems.

NUR 403 .................................................................................... 3 credits

Theories and Models of Nursing Practice
This course is designed to focus baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts of professional nursing are presented within the unifying framework of Jean Watson’s Theory of Human Caring.

NUR 443 .................................................................................... 3 credits

Evidence-Based Nursing Research and Practice
This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 440 .................................................................................... 3 credits

Health Assessment and Promotion for Vulnerable Population
This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.

Masters of Science in Nursing and Master of Business Administration/Health Care Management

The following Master of Science in Nursing and Master of Business Administration/Health Care Management (MSN/MBA/HC) program may be offered at these University of Phoenix campus locations: Online,
The MSN/MBA/HC dual degree program is designed to provide nurses with a unique blend of advanced nursing and business management skills needed to manage today’s innovative health care delivery systems. The program combines essentials from both degree programs to provide students with the knowledge and skills necessary to enhance and support patient services. The MBA/HC program emphasizes the identification, analysis, and solution of complex management problems that require technical understanding and balanced decision making.

The MSN program blends nursing theory with advanced practice concepts necessary to successfully work within the structure, culture, and mission of any size health care organization or educational setting.

All course work and clinical requirements must be completed satisfactorily, or be repeated. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-mba-hc.

**MSN/MBA/HC Required Course of Study**

Course requiring prerequisites are identified by a ~ symbol following the course number.

**Management, 3 total credits**

- MGT 521 ................................. 3 credits
  Management

**Organizational Leadership, 3 total credits**

- LDR 531 ~ ............................ 3 credits
  Organizational Leadership

**Business Law, 3 total credits**

- LAW 531 ~ .................................. 3 credits
  Business Law

**Quantitative Reasoning for Business, 3 total credits**

- QRB 501 ~ ............................ 3 credits
  Quantitative Reasoning for Business

**Economics, 3 total credits**

- ECO 561 ~ .................................. 3 credits
  Economics

**Accounting, 3 total credits**

- ACC 561 ~ .................................. 3 credits
  Accounting

**Corporate Finance, 3 total credits**

- FIN 571 ~ .................................. 3 credits
  Corporate Finance

**Operations Management, 3 total credits**

- OPS 571 ~ .................................. 3 credits
  Operations Management

**Marketing, 3 total credits**

- MKT 571 ~ .................................. 3 credits

**Information Systems, 3 total credits**

- CIS 568 .................................... 3 credits
  Information Systems Concepts

**Health Care Finance, 3 total credits**

- HCS 571 .................................... 3 credits
  Financial Resource Management

**Regulatory, 3 total credits**

- HCS 578 .................................... 3 credits
  Ethical, Legal and Regulatory Issues in Health Care

**Theory, 3 total credits**

- NUR 513 .................................... 3 credits
  Theoretical Foundations of Practice

**Research, 6 total credits**

- NUR 518 .................................... 3 credits
  Analysis of Research Reports
- NUR 598 .................................... 3 credits
  Research Utilization Project

**Leadership, 11 total credits**

- NUR 531 .................................... 3 credits
  Influencing the Future of Nursing and Health Care
- NUR 587 .................................... 3 credits
  Leadership and Management in Nursing and Health Care
- NUR 544 .................................... 3 credits
  Population-Focused Health Care
- NUR 542 .................................... 2 credits
  Dynamics of Family Systems

**Nursing Education, 3 total credits**

- NUR 588 .................................... 3 credits
  Developing and Evaluating Educational Programs

**Clinical, 3 total credits**

- NUR 590A .................................. 1 credit
  Nursing Practicum - A
- NUR 590B .................................. 2 credits
  Nursing Practicum - B

The university reserves the right to modify the required course of study.

**Nursing Practicum/Clinical Hours**

The Nursing Practicum allows students the opportunity to apply what they have learned in the program. Students develop learning objectives for the experience and, along with a faculty member and mentor, they achieve the objectives through approved student experiences at selected locations. There is a minimum 60 hours applied practicum clinical experience required. A minimum of 21 graduate credits must be completed before enrollment in the Practicum course. Clinical experiences may focus on leadership, education, or administration. The nursing practicum is intended to serve as a capstone experience that allows the student to integrate graduate level nursing course content to an area of nursing of interest to the student.
Additional Admission Requirements for the MSN/MBA/HC
All applicants are expected to meet the following admissions requirements:
• An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
• Current employment is not a requirement for admission.
• Students must have access to an appropriate healthcare organization environment in which to complete the work related course assignments.
• Applicants must reside in the United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  • Guam
  • American Samoa
  • Northern Mariana Islands
  • US Virgin Islands
• Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree -MSN-I. The International version of the MSN/I does not offer concentrations such as Informatics or Health Care Administration.
• All MSN and MSN bridge students must complete NUR 598, Foundations of Practice.
• Concentrations are reflected on the transcript only and will not appear on the diplomas. Two diplomas will be awarded for this dual degree. The diplomas awarded for this program will read as follows:
  Master of Science in Nursing
  Master of Business Administration

Additional Academic Progression Requirements for the MSN/MBA/HC
• Students enrolling in the MSN bridge program must complete the three MSN bridge courses NUR 403, NUR 443 and NUR 440 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.
• Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.
• Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

Minimum Grade Requirements for MSN/MBA/HC
• If students do not pass the bridge courses with a C or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the MSN program.
• All MSN and MSN bridge students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension. Appeals through the Student Appeals Center (SAC) for readmission to the program will not be accepted by the College of Nursing.

Residency Requirements Course Waivers for the MSN/MBA/HC
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 53 credits in the Required Course of Study, must be completed at University of Phoenix.
Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

Grade earned in MSN/MBA/HC bridge courses are calculated in the
### Course Descriptions for the MSN/MBA/HC

#### Management

This course applies the tools available to University of Phoenix graduate students and the competencies of successful managers to understand the functions of business. Students learn their own perceptions and values to communicate more effectively with others. Other topics include MBA program goals, argument construction, decision making, collaboration, and academic research.

LDR 531 .................................................................................. 3 credits

#### Organizational Leadership

This course prepares students to apply leadership principles to the roles they play as managers. Students will discover more about themselves and learn more about the connection between the individual and the organization. Other topics include organizational culture, structure, group behavior, motivation, power, politics, organizational change, and workplace conflict.

LAW 531 .................................................................................. 3 credits

#### Business Law

This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization’s legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.

QRB 501 .................................................................................. 3 credits

#### Quantitative Reasoning for Business

This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools and techniques. Other topics include formulas, visual representation of quantities, time value of money, and measures of uncertainty.

ECO 561 .................................................................................. 3 credits

#### Economics

This course applies economic concepts to make management decisions. Students employ the concepts of scarcity resources and opportunity costs to perform economic analysis. Other topics include supply and demand, profit maximization, market structure, macroeconomic measurement, money, trade, and foreign exchange.

ACC 561 .................................................................................. 3 credits

### Accounting

This course applies accounting tools to make management decisions. Students learn to evaluate organizational performance from accounting information. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.

FIN 571 .................................................................................. 3 credits

#### Corporate Finance

This course applies corporate finance concepts to make management decisions. Students learn to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.

OPS 571 .................................................................................. 3 credits

#### Operations Management

This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting.

MKT 571 .................................................................................. 3 credits

#### Marketing

This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

STR 581 .................................................................................. 3 credits

#### Strategic Planning & Implementation

This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.

CIS 568 .................................................................................. 3 credits

#### Information Systems Concepts

This course focuses on the role of the manager as a user and manager of information. Topics include the analysis & design of information systems. The analysis and design of information systems are covered from the operational, tactical, and strategic perspectives with a focus on identifying specific tools and techniques.

HCS 571 .................................................................................. 3 credits

#### Financial Resource Management

Processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Concepts of financial accounting and reporting, as well as basic economic principles, are applied. Students use budgetary and economic concepts and principles for financial decision-making for a health care service or unit.

HCS 578 .................................................................................. 3 credits

#### Ethical, Legal, and Regulatory Issues in Health Care

Ethical principles and decision making models are used to address and understand complex health care issues. Legal concepts and regulatory agency and other public policies influence the direction...
and financing of health care.
NUR 513 ................................................................. 3 credits

Theoretical Foundations of Practice
This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory and nursing knowledge in professional environments.
NUR 518 ................................................................. 3 credits

Analysis of Research Reports
Evidence-based practice relies upon analyzing the scientific merit of nursing research reports and integrating the results from valid studies into care. Published reports using quantitative and qualitative methods are examined to determine the validity of study findings and their readiness for implementation into practice. Ethics in research is also considered.
NUR 598 ................................................................. 3 credits

Research Utilization Project
This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.
NUR 531 ................................................................. 3 credits

Influencing the Future of Nursing and Health Care
The role of advanced practice nurses in today’s health care environment provides numerous opportunities and responsibilities. Nursing’s potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care policy are developed.
NUR 587 ................................................................. 3 credits

Leadership and Management in Nursing and Health Care
Ways of using leadership and management concepts, principles, theories, and models in advanced nursing practice and executive roles are explored. Skills that facilitate collaborative relationships and decisions consistent with stewardship of resources are examined. Students articulate a personal vision of leadership and ways of providing direction within today’s complex health care system.
NUR 544 ................................................................. 3 credits

Population-Focused Health Care
Theories, principles, and strategies of population-focused health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized.
NUR 542 ................................................................. 2 credits

Dynamics of Family Systems
Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.
NUR 588 ................................................................. 3 credits

Developing and Evaluating Educational Programs
Identifying learning needs provides the foundation for designing health care educational programs for individuals, families, groups, or communities. Students select and develop teaching strategies and explore ways of monitoring and evaluating teaching methods and learner objectives. Roles of educators in organizations, communities, and higher education settings are examined.
NUR 590A ............................................................. 1 credit

Nursing Practicum-A
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.
NUR 590B ............................................................. 2 credits

Nursing Practicum-B
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.
NUR 403 ................................................................. 3 credits

Theories and Models of Nursing Practice
This course is designed to focus baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts of professional nursing are presented within the unifying framework of Jean Watson’s Theory of Human Caring.
NUR 443 ................................................................. 3 credits

Evidence-Based Nursing Research and Practice
This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.
NUR 440 ................................................................. 3 credits

Health Assessment and Promotion for Vulnerable Population
This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.

Master of Science in Nursing and Master of Health Administration

The following Master of Science in Nursing and Master of Health Administration (MSN/MHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The MSN/MHA program, accredited by the Commission on Collegiate Nursing Education (CCNE)*, is designed to provide nurses with a unique blend of advanced nursing and healthcare related business skills to manage in today’s evolving health care delivery.
The program combines essential elements from both degree programs to provide students with the knowledge and skills needed to effectively examine and evaluate issues and trends impacting health care.

The MSN program is designed for those nurses who want to pursue more advanced positions in today's challenging health care environment. The program blends nursing theory and advanced practice concepts necessary to successful work within the structure, culture, and mission of any size health care organization or educational setting.

The MSN program consists of three major areas: the core, the major, and the cognate. The core incorporates the major foci of the Master of Science in Nursing degree: the theory of nursing influence, influence of nursing research, and on the advanced practice of nursing. The major includes advanced course work in nursing: management of families and aggregates, administration, and education. The cognate is fulfilled through the MHA program content.

The MHA curriculum focuses on the content related to finance, economics, policy, quality improvement, marketing, and strategic planning. In addition, students complete course work in concepts related to public health, long term care and health care informatics. Graduates will have enhanced their management/administrative backgrounds through a curriculum that provides students with the ability to apply theory to contemporary practice applications.

Graduates are able to define their role within the health care system and understand how to make necessary changes to create a work environment which is team oriented and motivating to others.

For more information about accreditation, please contact CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202)887-6791. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-mha.

**MSN/MHA Required Course of Study**

Courses requiring prerequisites are identified by a ~ symbol following the course number.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HCS 504</td>
<td>Introduction to Graduate Study in Health Sciences/Nursing</td>
<td>1 credit</td>
</tr>
<tr>
<td>HCS 531~</td>
<td>Health Care Organizations and Delivery Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 533~</td>
<td>Health Information Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 514~</td>
<td>Managing in Today’s Health Care Organization</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 552~</td>
<td>Health Care Economics</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 577~</td>
<td>Financial Management in Health Care</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 535~</td>
<td>Concepts of Population Health</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 545~</td>
<td>Health Law and Ethics</td>
<td>3 credits</td>
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<tr>
<td>HCS 539~</td>
<td>Marketing for Health Care</td>
<td>3 credits</td>
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<tr>
<td>HCS 567~</td>
<td>Entrepreneurship in Health Care</td>
<td>3 credits</td>
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<tr>
<td>NUR 513~</td>
<td>Theoretical Foundations of Practice</td>
<td>3 credits</td>
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<td>NUR 518~</td>
<td>Analysis of Research Reports</td>
<td>3 credits</td>
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<td>NUR 531~</td>
<td>Influencing the Future of Nursing and Health Care</td>
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<tr>
<td>HCS 587~</td>
<td>Creating Change within Organizations</td>
<td>3 credits</td>
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<tr>
<td>NUR 588~</td>
<td>Developing and Evaluating Educational Programs</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 590A~</td>
<td>Nursing Practicum - A</td>
<td>1 credit</td>
</tr>
<tr>
<td>NUR 542~</td>
<td>Economics, Policy, Quality Improvement, Marketing, and Strategic Planning</td>
<td>2 credits</td>
</tr>
<tr>
<td>HCS 588~</td>
<td>Dynamics of Family Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 504</td>
<td>Measuring Performance Standards</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 590B~</td>
<td>Nursing Practicum - B</td>
<td>2 credits</td>
</tr>
<tr>
<td>HCS 598~</td>
<td>Research Utilization Project</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

**Nursing Practicum/Clinical Hours**

The Nursing Practicum allows students the opportunity to apply what they have learned in the program. Students develop learning objectives for the experience and, along with a faculty member and mentor, they achieve the objectives through approved student experiences at selected locations. There is a minimum 60 hours applied practicum clinical experience required. A minimum of 21 graduate credits must be completed before enrollment in the Practicum course. Clinical experiences may focus on leadership, education, or administration. The nursing practicum is intended to serve as a capstone experience that allows the student to integrate graduate level nursing course content to an area of nursing of interest to the student.

**Additional Admission Requirements for the MSN/MHA**

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Current employment in a nursing or healthcare role or access to an appropriate healthcare organization environment in which to complete the work related course assignments.
• Applicants must reside in the United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  • Guam
  • American Samoa
  • Northern Mariana Islands
  • US Virgin Islands

• Non-military students who enroll in the MSN/MHA program while living in the US and then move outside of the U.S. and its territories will not be eligible to continue in the program. To continue pursuing nursing coursework, the student must change to the International version of the university’s MSN degree. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.

• Signed Criminal Background Check Disclosure
• Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
• Signed FERPA Release/Drug Test or Failure to Test Results

Degree Requirements for the MSN/MHA
• Completion of a minimum of 54 credits (63 credits for the MSN/MHA bridge).
• A minimum program grade point average (GPA) of 3.0.
  Grades earned in MSN/MHA bridge courses are calculated in the MSN/MHA grade point average (GPA).
• Concentrations are reflected on the transcript only and will not appear on the diplomas. Two diplomas will be awarded for this dual degree. The diplomas awarded for this program will read as follows:
  Master of Science in Nursing
  Master of Health Administration

Additional Academic Progression Requirements for the MSN/MHA
• Students enrolled in the MSN bridge program must complete the three MSN bridge courses NUR 403, NUR 443 and NUR 440 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.
• Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.
• Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

Minimum Grade Requirements for the MSN/MHA
• If students do not pass the bridge courses with a C or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
• All MSN and MSN bridge students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension. Appeals through the Student Appeals Center (SAC) for readmission to the program will not be accepted by the College of Nursing.

Residency Requirements and Course Waivers for the MSN/MHA
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 42 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students enrolled in the MSN/MHA Bridge may waive the nine (9) undergraduate bridge credits (NUR 403, NUR 443, and NUR 440) in addition to waiving a maximum of 12 credits from their Required Course of Study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of 'B' (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: HCS 504, NUR 590A, NUR 590B, NUR 598
Course Descriptions for the MSN/MHA

HCS 504 ................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCS 531 ................................................................. 3 credits
Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care organizations and systems that provide the student with an in-depth understanding of health organizations. Topics include the evolution of health care delivery during a time of financial and regulatory stress, the impact of the evolving consumer movement, and managing efficient and effective organizational structures.

HCS 533 ................................................................. 3 credits
Health Information Systems
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

HCS 514 ................................................................. 3 credits
Managing in Today’s Health Care Organizations
This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.

HCS 552 ................................................................. 3 credits
Health Care Economics
This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

HCS 577 ................................................................. 3 credits
Financial Management in Health Care
This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 535 ................................................................. 3 credits
Concepts of Population Health
This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

HCS 545 ................................................................. 3 credits
Health Law and Ethics
Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 539 ................................................................. 3 credits
Marketing for Health Care
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 567 ................................................................. 3 credits
Entrepreneurship in Health Care
This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.

NUR 513 ................................................................. 3 credits
Theoretical Foundations of Practice
This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory and nursing knowledge in professional environments.

NUR 518 ................................................................. 3 credits
Analysis of Research Reports
Evidence-based practice relies upon analyzing the scientific merit of nursing research reports and integrating the results from valid studies into care. Published reports using quantitative and qualitative methods are examined to determine the validity of study findings and their readiness for implementation into practice. Ethics in research is also considered.

NUR 531 ................................................................. 3 credits
Influencing the Future of Nursing and Health Care
The role of advanced practice nurses in today’s health care environment provides numerous opportunities and responsibilities. Nursing’s potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care policy are developed.

HCS 587 ................................................................. 3 credits
Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.
Developing and Evaluating Educational Programs
Identifying learning needs provides the foundation for designing health care educational programs for individuals, families, groups, or communities. Students select and develop teaching strategies and explore ways of monitoring and evaluating teaching methods and learner outcomes. Roles of educators in organizations, communities, and higher education settings are examined.

NUR 590A ..................................................................................1 credit

Nursing Practicum-A
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

NUR 542 .................................................................2 credits

Dynamics of Family Systems
Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.

HCS 588 .................................................................3 credits

Measuring Performance Standards
Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

NUR 590B .................................................................2 credits

Nursing Practicum-B
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

NUR 598 .................................................................3 credits

Research Utilization Project
This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.

NUR 403 .................................................................3 credits

Theories and Models of Nursing Practice
This course is designed to focus baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts of professional nursing are presented within the unifying framework of Jean Watson’s Theory of Human Caring.

NUR 443 .................................................................3 credits

Evidence-Based Nursing Research and Practice
This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 440 .................................................................3 credits

Health Assessment and Promotion for Vulnerable Population
This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.
The College of Education offers graduate level degree and non-degree courses designed for future teachers and current educators. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to “impact student learning one educator at a time.” Graduate students may choose to pursue a major in a variety of areas. Graduate non-degree programs include several state-specific certificates/ endorsements designed for current educators. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements.

**Admission Requirements**

All applicants to this program are expected to meet the following admission requirements:

- **A completed and signed graduate application and application fee**
- **A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.**
- **Applicants whose native language is not English must have either:**
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - or-
  - achieved a minimum score of 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 (including re-entry students) attending the Puerto Rico campus must meet the English language proficiency requirement for admission.
  - Applicants who reside in the United States must meet one of the following requirements:
    - Be a legal resident of the United States
    - Have been granted permanent residency
    - Have a valid visa that does not prohibit educational studies
    - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
    - Have been granted asylum or refugee status.
    - Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
    - A signed New Student Checklist may be required
    - A signed Enrollment/ Disclosure Agreement.
    - Completion of any state-specific required documents or forms. Students who begin their studies at campuses located in the states listed below are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.
• Students attending a local campus in Oklahoma must provide written documentation of vaccinations or immunity against Hepatitis B, measles, mumps, and rubella (MMR). Students must demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

• Students attending a physical campus in the state of Tennessee are required to submit a Hepatitis B Waiver form to the University.

Students residing in the states listed below are required to submit health insurance information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

• Full-time students enrolled at a public or private institution of higher learning in New Jersey are required by law to maintain health insurance coverage, either through a school sponsored health insurance plan, or an alternate plan with comparable coverage. All students attending a local campus in New Jersey must complete the Student Health Insurance Election form indicating either that they have either enrolled in the University's sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not maintain health insurance coverage throughout the period of enrollment or who do not complete the Health Insurance Election Form each calendar year may not enroll in further courses until the Health Insurance Election Form has been completed, verifying the student has appropriate health insurance coverage in compliance with state law.

• Full and part-time students enrolled in a college, university or other institution of higher learning in Massachusetts must participate in a school sponsored health insurance plan, or an alternate plan with comparable coverage. All full and part-time students attending a Massachusetts local campus must complete the Student Health Insurance Plan Enrollment/Acknowledgement form indicating either that they have either enrolled in the University’s sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not complete the Enrollment/Acknowledgement form each calendar year may not enroll in further courses until the form has been completed and the student has appropriate health insurance coverage.

Students who begin their studies at campuses located in Hawaii are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

• In accordance with Section 10a-155 of the Connecticut general statutes, all full time or matriculating students will be required to demonstrate proof of adequate immunization against measles, mumps, rubella (MMR) and varicella as recommended by the Advisory Committee for Immunization Practices (ACIP). For more specific state information, refer to the link below. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

Exemptions from the MMR immunization requirement may be granted for the following reasons:

• A medical exemption may be granted to specific vaccines.
• A U.S. licensed physician (M.D. or D.O.) must state in writing that giving a specific vaccine would endanger the student’s life or health, and specify the reason based on valid medical contraindications.
• The physician must state the length of time during which the vaccine would endanger the student’s health or life.
• The exemption certification must be signed by the physician on the physician's printed stationery.
• A religious exemption may be granted if the student signs a statement certifying that the student's religious beliefs prohibit the practice of immunization.
• If the State of Hawaii Director of Health determines that there is a danger of an outbreak from any of the diseases for which immunization is required, no exemption shall be recognized and inadequately immunized students shall be excluded from school until the Director has determined that the outbreak is over.
• A copy of each exemption must be kept in the student's health record at school.

The Hawaii State Department of Health requires that all students attending school at a campus in this state shall provide a Certificate of TB Examination issued in the United States within 12 months prior to their first attendance in a post-secondary school in Hawaii. A completed Certificate of TB Examination shall be submitted prior to the first night of class or the student will not be permitted to attend class. Students shall complete Section A of this form, or submit a copy of their TB Clearance Certification received prior to their attendance at another Hawaii post-secondary school. Students residing in the state of Connecticut are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.
Exemptions from the MMR and varicella immunization requirements may be granted for the following reasons:

- The student was born before January 1, 1957 (applicable to MMR vaccine only).
- The student was born in the United States before January 1, 1980 (applicable to the varicella (chicken pox) vaccine only).
- The student has documentation from a physician stating that it is medically advisable to receive the vaccines for the one or more of the diseases as indicated on the immunization form.
- The student has documentation from a physician or director of health that he/she has had a confirmed case of one or more of the diseases as indicated on the immunization form.
- The student has laboratory confirmation of immunity to the disease(s) as indicated on the immunization form.
- The student has submitted a statement that immunization is contrary to his/her religious beliefs.
- The student is enrolled exclusively in the Online Campus and does not congregate with other students on campus or at campus-sponsored events. If the student later decides to attend a class at a University of Phoenix local campus location in Connecticut, the student must meet the immunization requirements before he/she may begin attending classes at a local campus location.
- The student graduated from a public or nonpublic high school in the state of Connecticut in 1999 or later and was not exempt from the measles, rubella and on or after August 1, 2010, the mumps vaccination requirement pursuant to subdivision (2) or (3) of subsection (a) of section 10-204a.

Master of Arts in Education/Administration and Supervision

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-adm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

MAED/ADM Required Course of Study

<table>
<thead>
<tr>
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</tr>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
<td>1</td>
</tr>
<tr>
<td>ADMIN 518</td>
<td>Leadership and Collaborative Processes</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 570</td>
<td>School Policy and Law for Principals</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 591A</td>
<td>Supervision of Curriculum, Instruction and Assessment</td>
<td>1</td>
</tr>
<tr>
<td>ADMIN 591B</td>
<td>Principal Internship Part I: Instructional Leadership</td>
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</tr>
<tr>
<td>ADMIN 528</td>
<td>Administration of Special Programs</td>
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<td>3</td>
</tr>
<tr>
<td>ADMIN 534</td>
<td>Business and Facilities Management</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 560</td>
<td>Human Resources Leadership and Management</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 591B</td>
<td>Principal Internship Part II: Organizational Management</td>
<td>1</td>
</tr>
<tr>
<td>ADMIN 575</td>
<td>Family, Community and Media Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDD 581</td>
<td>Action Research and Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>ADMIN 565</td>
<td>School Improvement Processes</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 500</td>
<td>Orientation to Administration and Supervision</td>
<td>0</td>
</tr>
<tr>
<td>ADMIN 591C</td>
<td>Administrative Internship Part III: Professional Practice</td>
<td>1</td>
</tr>
</tbody>
</table>

Students must also choose an elective from one of the following:

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</thead>
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<td>Instructional Strategies in Adult Education and Training</td>
<td>3</td>
</tr>
<tr>
<td>AET 535</td>
<td>Assessment and Evaluation in Adult Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDL 505</td>
<td>Cultural Competency</td>
<td>3</td>
</tr>
<tr>
<td>EDL 531</td>
<td>Mentoring and Coaching</td>
<td>3</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.
Additional Admission Requirements for the MAED/ADM
All applicants are expected to meet the following admissions requirements:
• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
• A minimum equivalent of three (3) years post-high school work experience including 18 months of instructional experience in a P-12 setting.
• The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.
• Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching experience:
  - Verifiable (contracted) P-12 instructional classroom experience - 40 hours per week
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/ADM
• Completion of a minimum of 38 credits.
• A minimum grade point average (GPA) of 3.0.
• Completion of e-portfolio.
• Completion of Field Experience Observation Record.
• Satisfactory completion of any required internship and/or practicum courses with a grade of "B" or better.
• Students must take courses within a sequence specified by course prerequisite requirements.
• The diploma awarded for this program will read as: Master of Arts in Education Administration and Supervision

Minimum Grade Requirement for the MAED/ADM
• A candidate must earn a grade of "B" (3.0) or better in the following practicum/internship courses, grades of "B-" are not accepted: ADMIN 591A, ADMIN 591B and ADMIN 591C. Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum/internship courses.
• Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.
• If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

Residency Requirements and Course Waivers for the MAED/ADM
The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University.
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: ADMIN 591A, ADMIN 591B, ADMIN 591C, COM 516, EDD 581

Institutional Recommendation for the MAED/ADM
• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for principal certification).
• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated administrator exam, if required.
• Students must verify full SEI endorsement or equivalent coursework prior to issuance of an administrative license. Approved SEI courses/workshops can be found at http://www.ade.az.gov/oelas/.
• Students must verify three (3) years of classroom teaching experience prior to issuance of Institutional Recommendation.
Internship Policies for the MAED/ADM

- The Administrative Internship is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship. Candidates must follow the guidelines in place at their campus.
- Candidates must take the internship courses concurrently with the internship experience. If a candidate chooses to postpone the internship, he/she must postpone their enrollment in the internship courses.
- Candidates must pass each Administrative Internship course with a grade of "B" or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Candidates who are removed from a placement at the request of the campus will be issued a grade of "F" by their faculty member.

Field Experience for the MAED/ADM

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Course Descriptions for the MAED/ADM

ADMIN 500 .......................... Orientation to Administration and Supervision .......................... 0 credits

This course is designed to provide an overview of the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.

COM 516 .......................... Professional Communications .......................... 1 credit

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

ADMIN 518 .......................... Leadership and Collaborative Processes .......................... 3 credits

This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

ADMIN 550 .......................... Equity, Diversity, and Access in Education .......................... 3 credits

This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

ADMIN 555 .......................... School Policy and Law for Principals .......................... 3 credits

This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

ADMIN 524 .......................... Supervision of Curriculum, Instruction and Assessment .......................... 3 credits

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

ADMIN 528 .......................... Administration of Special Programs .......................... 3 credits

This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

ADMIN 535 .......................... Business and Facilities Management .......................... 3 credits

This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues related to facilities management. Principal candidates will also participate in field experiences related to business and facilities management.
ADMIN 560 ................................................................. 3 credits

Human Resources Leadership and Management
This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.

ADMIN 591B ............................................................... 1 credit

Principal Internship Part II: Organizational Management
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

ADMIN 575 ............................................................... 3 credits

Family, Community and Media Relations
This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

EDD 581 ................................................................. 4 credits

Action Research and Evaluation
This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

ADMIN 565 ............................................................... 3 credits

School Improvement Processes
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

ADMIN 591C ............................................................ 1 credit

Administrative Internship Part III: Professional Practice
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

AET 520 ................................................................. 3 credits

Instructional Strategies in Adult Education and Training
This course builds upon the foundation provided in the instructional design course and focuses on development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and for implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.

AET 535 ................................................................. 3 credits

Assessment and Evaluation in Adult Learning
This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

EDL 505 ................................................................. 3 credits

Cultural Competency
Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates’ understanding of teaching and learning through examination of the diverse make-up of today’s communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.

EDL 531 ................................................................. 3 credits

Mentoring and Coaching
This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.
Master of Arts in Education/Administration and Supervision (Colorado)

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

For more information about our graduation rates, the median debt the various aspects of school administration and supervision. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-adm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

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<td>School Policy and Law for Principals</td>
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<td>Supervision of Curriculum, Instruction and Assessment</td>
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<td>Action Research and Evaluation</td>
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<td>ADMIN 565</td>
<td>School Improvement Processes</td>
<td>3 credits</td>
</tr>
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<td>ADMIN 591C</td>
<td>Administrative Internship Part III: Professional Practice</td>
<td>1 credit</td>
</tr>
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</table>

Additional Admission Requirements for the MAED/ADM

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- A minimum equivalent of three (3) years post-high school work experience including 18 months of instructional experience in a P-12 setting.
  - The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.
  - Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching experience:
    - Verifiable (contracted) P-12 instructional classroom experience - 40 hours per week
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/ADM

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of e-portfolio.
- Completion of Field Experience Observation Record.
- Satisfactory completion of any required internship and/or practicum courses with a grade of "B" or better.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Administration and Supervision
Minimum Grade Requirement for the MAED/ADM

- A candidate must earn a grade of "B" (3.0) or better in the following practicum/internship courses, grades of "B-" are not accepted: ADMIN 591A, ADMIN 591B and ADMIN 591C. Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum/internship courses.
- Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.
- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

Residency Requirements and Course Waivers for the MAED/ADM

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: ADMIN 591A, ADMIN 591B, ADMIN 591C, COM 516, EDD 581

Institutional Recommendation for the MAED/ADM

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for principal certification).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated administrator exam, if required.
- Colorado: Students must verify three (3) years licensed experience in P-12 grades in order to obtain their principal certification and will need to provide verification of this. Acceptable licensed experience includes the following:
  - Teacher
  - School Counselor
  - School Nurse
  - School Social Worker
  - School Psychologist

Internship Policies for the MAED/ADM

- The Administrative Internship is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship. Candidates must follow the guidelines in place at their campus.
- Candidates must take the internship courses concurrently with the internship experience. If a candidate chooses to postpone the internship, he/she must postpone their enrollment in the internship courses.
- Candidates must pass each Administrative Internship course with a grade of "B" or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.

Field Experience for the MAED/ADM

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Course Descriptions for the MAED/ADM

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMIN 500</td>
<td>Orientation to Administration and Supervision</td>
<td>0 credits</td>
</tr>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
<td>1 credit</td>
</tr>
<tr>
<td>ADMIN 518</td>
<td>Leadership and Collaborative Processes</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Orientation to Administration and Supervision**
This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.

**Professional Communications**
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

**Leadership and Collaborative Processes**
This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.
Equity, Diversity, and Access in Education

This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

ADMIN 555 ............................................................................ 3 credits

School Policy and Law for Principals

This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

ADMIN 524 ............................................................................. 3 credits

Supervision of Curriculum, Instruction and Assessment

This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.

ADMIN 591A ................................................................. 1 credit

Principal Internship Part I: Instructional Leadership

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

ADMIN 528 ............................................................................. 3 credits

Administration of Special Programs

This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

ADMIN 535 ................................................................. 3 credits

Business and Facilities Management

This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.

ADMIN 560 ................................................................. 3 credits

Human Resources Leadership and Management

This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.

ADMIN 570 ............................................................................. 3 credits

Supervision of Curriculum, Instruction and Assessment

This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.

ADMIN 591A ................................................................. 1 credit

Principal Internship Part II: Organizational Management

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

ADMIN 575 ............................................................................. 3 credits

Family, Community and Media Relations

This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

EDD 581 ................................................................................... 4 credits

Action Research and Evaluation

This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

ADMIN 565 ................................................................. 3 credits

School Improvement Processes

This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

ADMIN 591C ................................................................. 1 credit

Administrative Internship Part III: Professional Practice

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.
AET 520 ....................................................................................3 credits
Instructional Strategies in Adult Education and Training
This course builds upon the foundation provided in the instructional design course and focuses on development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and for implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.

AET 535 ....................................................................................3 credits
Assessment and Evaluation in Adult Learning
This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

EDL 505 ....................................................................................3 credits
Cultural Competency
Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates' understanding of teaching and learning through examination of the diverse make-up of today’s communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.

EDL 531 ....................................................................................3 credits
Mentoring and Coaching
This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/ Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-adm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

MAED/ADM Required Course of Study

ADMIN 500 .............................................................................0 credits
Orientation to Administration and Supervision

COM 516 ....................................................................................1 credit
Professional Communications

ADMIN 518 ....................................................................................3 credits
Leadership and Collaborative Processes

ADMIN 570 ....................................................................................3 credits
Equity, Diversity, and Access in Education

ADMIN 555 ....................................................................................3 credits
School Policy and Law for Principals

ADMIN 524 ....................................................................................3 credits
Supervision of Curriculum, Instruction and Assessment
Degree Completion Requirements for the MAED/ADM

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of e-portfolio.
- Completion of Field Experience Observation Record.
- Satisfactory completion of any required internship and/or practicum courses with a grade of "B" or better.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Administration and Supervision

Minimum Grade Requirement for the MAED/ADM

- A candidate must earn a grade of "B" (3.0) or better in the following practicum/internship courses, grades of "B-" are not accepted: ADMIN 591A, ADMIN 591B and ADMIN 591C.
- Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum/internship courses.
- Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.
- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

Residency Requirements and Course Waivers for the MAED/ADM

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: ADMIN 591A, ADMIN 591B, ADMIN 591C, COM 516, EDD 581

Additional Admission Requirements for the MAED/ADM

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- A minimum equivalent of three (3) years post-high school work experience including 18 months of instructional experience in a P-12 setting.
- The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.
- Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching experience:
  - Verifiable (contracted) P-12 instructional classroom experience - 40 hours per week
  - All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
Institutional Recommendation for the MAED/ADM

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for principal certification).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated administrator exam, if required.

Internship Policies for the MAED/ADM

- The Administrative Internship is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship. Candidates must follow the guidelines in place at their campus.
- Candidates must take the internship courses concurrently with the internship experience. If a candidate chooses to postpone the internship, he/she must postpone their enrollment in the internship courses.
- Candidates must pass each Administrative Internship course with a grade of “B” or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.

Field Experience for the MAED/ADM

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Course Descriptions for the MAED/ADM

ADMIN 500 ................................................................. 0 credits
Orientation to Administration and Supervision
This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.

COM 516 ................................................................. 1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

ADMIN 518 ................................................................. 3 credits
Leadership and Collaborative Processes
This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

ADMIN 570 ................................................................. 3 credits
Equity, Diversity, and Access in Education
This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.
ADMIN 555 .............................................................. 3 credits
School Policy and Law for Principals
This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.
ADMIN 524 .............................................................. 3 credits
Supervision of Curriculum, Instruction and Assessment
This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.
ADMIN 591A ........................................................... 1 credit
Principal Internship Part I: Instructional Leadership
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning, managing, personnel evaluation will be addressed.
ADMIN 528 .............................................................. 3 credits
Administration of Special Programs
This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.
ADMIN 535 .............................................................. 3 credits
Business and Facilities Management
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.
ADMIN 560 .............................................................. 3 credits
Human Resources Leadership and Management
This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.
ADMIN 591B ........................................................... 1 credit
Principal Internship Part II: Organizational Management
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.
ADMIN 575 .............................................................. 3 credits
Family, Community and Media Relations
This course focuses on the role of the school principal as a catalyst for developing and maintaining collaborations with families, business and community groups, and the media to support a school's vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.
EDD 581 ................................................................. 4 credits
Action Research and Evaluation
This course examines research and its role in decision-making and in educational practices. Students are introduced to various types of action research, and to the elements of the action research process including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for collection and analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.
ADMIN 565 .............................................................. 3 credits
School Improvement Processes
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.
ADMIN 591C .......................................................... 1 credit
Administrative Internship Part III: Professional Practice
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.
AET 520 ................................................................. 3 credits
Instructional Strategies in Adult Education and Training
This course builds upon the foundation provided in the instructional design course and focuses on development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and for implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.
AET 535 ..........................3 credits
Assessment and Evaluation in Adult Learning
This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.
EDL 505 ........................................................................................................3 credits
Cultural Competency
Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates' understanding of teaching and learning through examination of the diverse make-up of today's communities, schools, and classrooms. Through personal reflection and identification of theoretically sound culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.
EDL 531 ........................................................................................................3 credits
Mentoring and Coaching
This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

Master of Arts in Education/Administration and Supervision (Nevada)

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand of Phoenix campus locations: Online, depending on state of residence. The following Master of Arts in Education/Administration and Supervision (Nevada) programs/maed-adm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

MAED/ADM Required Course of Study

AET 520 .........................................................3 credits
Instructional Strategies in Adult Education and Training
AET 535 .........................................................3 credits
Assessment and Evaluation in Adult Learning
EDL 505 .........................................................3 credits
Cultural Competency
EDL 531 .........................................................3 credits
Mentoring and Coaching

The University reserves the right to modify the required course of study.

Students must also choose an elective from one of the following:

AET 520 .........................................................3 credits
Instructional Strategies in Adult Education and Training
AET 535 .........................................................3 credits
Assessment and Evaluation in Adult Learning
EDL 505 .........................................................3 credits
Cultural Competency
EDL 531 .........................................................3 credits
Mentoring and Coaching

The University reserves the right to modify the required course of study.
Additional Admission Requirements for the MAEd/ADM

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- A minimum equivalent of three (3) years post-high school work experience including 18 months of instructional experience in a P-12 setting.
  - The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.
  - Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching experience:
    - Verifiable (contracted) P-12 instructional classroom experience - 40 hours per week.
- Students in Nevada may not use substitute teaching or student teaching experience toward their 18 months of required work experience. Their work experience must be a full-time contracted position in a K-12 setting.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/ADM

- The completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of e-portfolio.
- Completion of Field Experience Observation Record.
- Satisfactory completion of any required internship and/or practicum courses with a grade of “B” or better.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Administration and Supervision

Residency Requirements and Course Waivers for the MAED/ADM

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waivered: ADMIN 591A, ADMIN 591B, ADMIN 591C, COM 516, EDD 581

Minimum Grade Requirement for the MAED/ADM

- A candidate must earn a grade of “B” (3.0) or better in the following practicum/internship courses, grades of “B-” are not accepted: ADMIN 591A, ADMIN 591B and ADMIN 591C. Students who earn less than a grade of “B” (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum/internship courses.
- Candidates who earn less than a grade of “B” (3.0) in any of these courses must complete a remediation plan and repeat the course.
- If the candidate does not receive a grade of “B” (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.
Institutional Recommendation

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for principal certification).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated administrator exam, if required.
- The cut score for residents of Nevada is 146 on the 0411 School Leadership Exam

Internship Policies for MAED/ADM

- The Administrative Internship is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship. Candidates must follow the guidelines in place at their campus.
- Candidates must take the internship courses concurrently with the internship experience. If a candidate chooses to postpone the internship, he/she must postpone their enrollment in the internship courses.
- Candidates must pass each Administrative Internship course with a grade of “B” or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.

Field Experience for MAED/ADM

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Course Descriptions for the MAED/ADM

ADMIN 500 ..............................................................................0 credits
Orientation to Administration and Supervision

This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program's progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.

COM 516 ....................................................................................1 credit
Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

ADMIN 518 ...............................................................................3 credits
Leadership and Collaborative Processes

This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

ADMIN 570 ...............................................................................3 credits
Equity, Diversity, and Access in Education

This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

ADMIN 555 ...............................................................................3 credits
School Policy and Law for Principals

This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

ADMIN 524 ...............................................................................3 credits
Supervision of Curriculum, Instruction and Assessment

This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.

ADMIN 591A ...............................................................................1 credit
Principal Internship Part I: Instructional Leadership

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

ADMIN 528 ...............................................................................3 credits
Administration of Special Programs

This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

ADMIN 535 ...............................................................................3 credits
Business and Facilities Management

This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.
**School Improvement Processes**

This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.

**Principal Internship Part II: Organizational Management**

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

**Family, Community and Media Relations**

This course focuses on the role of the school principal as a catalyst for developing and maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

**Action Research and Evaluation**

This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

**School Improvement Processes**

This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

**Human Resources Leadership and Management**

This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.

**Instructional Strategies in Adult Education and Training**

This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

**Administrative Internship Part III: Professional Practice**

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

**Assessment and Evaluation in Adult Learning**

This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

**Cultural Competency**

Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates’ understanding of teaching and learning through examination of the diverse make-up of today’s communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.

**Mentoring and Coaching**

This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.
Master of Arts in Education/Administration and Supervision (Utah)

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-adm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

MAED/ADM Required Course of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMIN 500</td>
<td>Orientation to Administration and Supervision</td>
<td>0</td>
</tr>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
<td>1</td>
</tr>
<tr>
<td>ADMIN 518</td>
<td>Leadership and Collaborative Processes</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 570</td>
<td>Equity, Diversity, and Access in Education</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 555</td>
<td>School Policy and Law for Principals</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 524</td>
<td>Supervision of Curriculum, Instruction and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 591A</td>
<td>Principal Internship Part I: Instructional Leadership</td>
<td>1</td>
</tr>
<tr>
<td>ADMIN 528</td>
<td>Administration of Special Programs</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 535</td>
<td>Business and Facilities Management</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 560</td>
<td>Human Resources Leadership and Management</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 591B</td>
<td>Principal Internship Part II: Organizational Management</td>
<td>1</td>
</tr>
<tr>
<td>ADMIN 575</td>
<td>Family, Community and Media Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDD 581</td>
<td>Action Research and Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>ADMIN 565</td>
<td>School Improvement Processes</td>
<td>3</td>
</tr>
</tbody>
</table>

ADMN 591C ~ .............................................................................. 1 credit

Administrative Internship Part III: Professional Practice

Students must also choose an elective from one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AET 520</td>
<td>........................................................................... 3 credits</td>
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<tr>
<td>EDD 535</td>
<td>........................................................................... 3 credits</td>
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<tr>
<td>EDL 505</td>
<td>........................................................................... 3 credits</td>
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</tr>
<tr>
<td>EDL 531</td>
<td>........................................................................... 3 credits</td>
<td></td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/ADM

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- A minimum equivalent of three (3) years post-high school work experience including 18 months of instructional experience in a P-12 setting.
- The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.
- Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching experience:

  Verifiable (contracted) P-12 instructional classroom experience - 40 hours per week

Utah students in the MAED/ADM program can have experience as a licensed school counselor.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/ADM

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of e-portfolio.
- Completion of Field Experience Observation Record.
- Satisfactory completion of any required internship and/or practicum courses with a grade of “B” or better.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Administration and Supervision
Minimum Grade Requirement for the MAED/ADM

- A candidate must earn a grade of "B" (3.0) or better in the following practicum/internship courses, grades of "B-" are not accepted: ADMIN 591A, ADMIN 591B and ADMIN 591C.
- Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum/internship courses.
- Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.
- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

Residency Requirements and Course Waivers for the MAED/ADM

The University requires the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: ADMIN 591A, ADMIN 591B, ADMIN 591C, COM 516, EDD 581.

Institutional Recommendation for the MAED/ADM

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for principal certification).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated administrator exam, if required.

Internship Policies for the MAED/ADM

- The Administrative Internship is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship. Candidates must follow the guidelines in place at their campus.
- Candidates must take the internship courses concurrently with the internship experience. If a candidate chooses to postpone the internship, he/she must postpone their enrollment in the internship courses.
- Candidates must pass each Administrative Internship course with a grade of "B" or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.

Field Experience for the MAED/ADM

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Course Descriptions for the MAED/ADM

ADMIN 500 ............................................................................. 0 credits

Orientation to Administration and Supervision

This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program's progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.

COM 516 ............................................................................. 1 credit

Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

ADMIN 518 ............................................................................. 3 credits

Leadership and Collaborative Processes

This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.
Equity, Diversity, and Access in Education
This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.
ADMIN 555 ................................................................. 3 credits

School Policy and Law for Principals
This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.
ADMIN 524 ................................................................. 3 credits

Supervision of Curriculum, Instruction and Assessment
This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.
ADMIN 591A .............................................................. 1 credit

Principal Internship Part I: Instructional Leadership
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.
ADMIN 528 ................................................................. 3 credits

Administration of Special Programs
This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.
ADMIN 535 ................................................................. 3 credits

Business and Facilities Management
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.
ADMIN 560 ................................................................. 3 credits

Human Resources Leadership and Management
This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.
ADMIN 591B ............................................................... 1 credit

Principal Internship Part II: Organizational Management
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.
ADMIN 575 ................................................................. 3 credits

Family, Community and Media Relations
This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.
EDD 581 ................................................................. 4 credits

Action Research and Evaluation
This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.
ADMIN 565 ................................................................. 3 credits

School Improvement Processes
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.
ADMIN 591C ............................................................... 1 credit

Administrative Internship Part III: Professional Practice
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.
AET 520.................................................................................... 3 credits
Instructional Strategies in Adult Education and Training
This course builds upon the foundation provided in the instructional design course and focuses on development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.

AET 535.................................................................................... 3 credits
Assessment and Evaluation in Adult Learning
This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

EDL 505.................................................................................... 3 credits
Cultural Competency
Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates’ understanding of teaching and learning through examination of the diverse make-up of today’s communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.

EDL 531.................................................................................... 3 credits
Mentoring and Coaching
This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

Master of Arts in Education/Administration and Supervision (California)

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-adm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

MAED/ADM Required Course of Study

ADMIN 501................................................................. 0 credits
Orientation to Administration and Supervision
COM 516................................................................. 1 credit
Professional Communications
ADMIN 518................................................................. 3 credits
Leadership and Collaborative Processes
ADMIN 570................................................................. 3 credits
Equity, Diversity, and Access in Education
ADMIN 595................................................................. 3 credits
School Policy and Law for Principals
ADMIN 524................................................................. 3 credits
Supervision of Curriculum, Instruction and Assessment
• Verification of the following:

- A valid clear or life California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching
- A valid clear or life California Designated Subjects Teaching Credential provided the applicant also possesses a baccalaureate degree
- A valid clear services prerequisite credential, California Pupil Personnel Services Credential, Teacher Librarian Services Credential, Speech-Language Pathology Services Credential, Clinical or Rehabilitative Services Credential, or a School Nurse Services Credential (Clear or Professional Clear level only), requiring a baccalaureate degree and a program of professional preparation, including field practice or the equivalent.

**Candidacy Status for the MAED/ADM**

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
  - Proof of passing score on the CBEST exam.
  - A minimum grade point average (GPA) of 3.0.

**Degree Completion Requirements for the MAED/ADM**

- Completion of a minimum of 38 credits.
- Completion of an e-portfolio.
- Completion of Field Experience Observation Record. The Administrative Practicum is a minimum 240-hour placement and cannot be waived. (Each state’s requirement for these hours will vary; candidates must follow the guidelines within their state.)
- Students must meet 30-40 hours of field experience by the end of the MAED/ADM program. These hours are outside of the practicum experience.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Administration and Supervision

**Additional Admission Requirements for the MAED/ADM**

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Five (5) years verified full-time teaching experience or services experiences in schools in P-12 setting. (Substitute or part-time service does not apply).
- The teaching or services experiences must be as a contracted teacher in either a traditional or year-round public or private school.
- Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching or services experience.
  - Verifiable (contracted) P-12 experience - 40 hours per week
- Verification of the following:
  - Having passed or attempted the California Basic Skills Test (CBEST)
  - Current TB test
Minimum Grade Requirement for the MAED/ADM

- A candidate must earn a grade of "B" (3.0) or better in the following practicum courses, grades of "B-" are not accepted: ADMIN 594A, ADMIN 594B and ADMIN 594C. Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum courses.
- Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.
- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

Residency Requirements and Course Waivers for the MAED/ADM

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: ADMIN 594A, ADMIN 594B, ADMIN 594C, COM 516, EDD 581

Institutional Recommendation for the MAED/ADM

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for principal certification). Refer to New Student Checklist and your state certification agency for specific requirements.
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Verification of employment in an administrative position prior to issuance of a Preliminary Administrative Credential. Those students who do not have an offer of employment in an administrative position may apply for a Certificate of Eligibility to seek employment.

Practicum Policies for the MAED/ADM

- The Administrative Practicum is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the practicum. Candidates must follow the guidelines in place at their campus.
- Candidates must take the practicum courses concurrently with the practicum experience. If a candidate chooses to postpone the practicum, he/she must postpone their enrollment in the practicum courses.
- Candidates must pass each Administrative Practicum course with a grade of "B" or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.

Field Experience for the MAED/ADM

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Course Descriptions for the MAED/ADM

ADMIN 501 ............................................................................. 0 credits

Orientation to Administration and Supervision

This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.

COM 516 .................................................................................... 1 credit

Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

ADMIN 518 .................................................................................... 3 credits

Leadership and Collaborative Processes

This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.
Equity, Diversity, and Access in Education
This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

Supervision of Curriculum, Instruction and Assessment
This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.

School Policy and Law for Principals
This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

Administration of Special Programs
This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

Business and Facilities Management
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.

Human Resources Leadership and Management
This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.

Action Research and Evaluation
This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

School Improvement Processes
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

Administrative Practicum Part III: Professional Practice
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

ADMIN 570 ................................................................. 3 credits
ADMIN 594B .............................................................. 1 credit
ADMIN 594C .............................................................. 1 credit
AET 520: Instructional Strategies in Adult Education and Training
This course builds upon the foundation provided in the instructional design course and focuses on development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.

AET 535: Assessment and Evaluation in Adult Learning
This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

EDL 505: Cultural Competency
Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates' understanding of teaching and learning through examination of the diverse make-up of today's communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.

EDL 531: Mentoring and Coaching
This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

Master of Arts in Education/Administration and Supervision (Texas)
The following Master of Arts in Education/Administration and Supervision (MAED/ADM) may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-adm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

MAED/ADM Required Course of Study

ADMIN 500: Orientation to Administration and Supervision

COM 516: Professional Communications

ADMIN 518: Leadership and Collaborative Processes

ADMIN 570: Equity, Diversity, and Access in Education

ADMIN 555: School Policy and Law for Principals

ADMIN 524: Supervision of Curriculum, Instruction and Assessment
ADMIN 596A ................................................................. 1 credit
Principal Internship Part I: Instructional Leadership
ADMIN 528 ................................................................. 3 credits
Administration of Special Programs
ADMIN 535 .................................................................... 3 credits
Business and Facilities Management
ADMIN 560 ................................................................. 3 credits
Human Resources Leadership and Management
ADMIN 596B ............................................................... 1 credit
Principal Internship Part II: Organizational Management
ADMIN 575 .................................................................... 3 credits
Family, Community and Media Relations
EDD 581 ......................................................................... 4 credits
Action Research and Evaluation
ADMIN 565 .................................................................... 3 credits
School Improvement Processes
ADMIN 596C ~ ............................................................ 1 credit
Principal Internship Part III: Professional Practice

**Students must also choose an elective from one of the following:**

- AET 520 ........................................................................ 3 credits
- Instructional Strategies in Adult Education and Training
- AET 535 ........................................................................ 3 credits
- Assessment and Evaluation in Adult Learning
- EDL 505 ........................................................................ 3 credits
- Cultural Competency
- EDL 531 ........................................................................ 3 credits
- Mentoring and Coaching

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the MAED/ADM**

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- A minimum equivalent of three (3) years post-high school work experience including 18 months of instructional experience in a P-12 setting.
- The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.
- Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching experience:
  * Verifiable (contracted) P-12 instructional classroom experience - 40 hours per week.
  * Texas candidates must include a current copy of a teaching certificate and two (2) years of creditable teaching experience as a classroom teacher of record.
- Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

**Candidacy Status for the MAED/ADM**

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- **Level 1 Candidate Status** is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- **Level 2 Candidate Status** is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  - Successful completion of the Oral Language Proficiency Assessment.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Degree Completion Requirements for the MAED/ADM**

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of e-portfolio.
- Completion of Field Experience Observation Record.
- Satisfactory completion of any required internship and/or practicum courses with a grade of “B” or better.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Administration and Supervision.

**Residency Requirements and Course Waivers for the MAED/ADM**

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: ADMIN 596A, ADMIN 596B, ADMIN 596C, COM 516, EDD 581.
Minimum Grade Requirement for the MAED/ADM

- A candidate must earn a grade of "B" (3.0) or better in the following practicum/internship courses, (grades of "B-" are not accepted): ADMIN 596A, ADMIN 596B, ADMIN 596C. Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum/internship courses.
- Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.
- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

Institutional Recommendation for the MAED/ADM

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for principal certification).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated administrator exam, if required.

Internship Policies for MAED/ADM

- The Administrative Internship is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship. Candidates must follow the guidelines in place at their campus.
- Candidates must take the internship courses concurrently with the internship experience. If a candidate chooses to postpone the internship, he/she must postpone their enrollment in the internship courses.
- Candidates must pass each Administrative Internship course with a grade of "B" or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "T" by their faculty member.

Field Experience for MAED/ADM

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Course Descriptions for the MAED/ADM

ADMIN 500 ............................................................... 0 credits
Orientation to Administration and Supervision
This course is designed to provide an orientation to the primary components of the Master of Arts in Education / Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.

COM 516 ..................................................................................... 1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

ADMIN 518 ..................................................................................... 3 credits
Leadership and Collaborative Processes
This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

ADMIN 570 ..................................................................................... 3 credits
Equity, Diversity, and Access in Education
This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

ADMIN 550 ..................................................................................... 1 credit
School Policy and Law for Principals
This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

ADMIN 524 ..................................................................................... 3 credits
Supervision of Curriculum, Instruction and Assessment
This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.

ADMIN 596A ............................................................... 1 credit
Principal Internship Part I: Instructional Leadership
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum and instruction, accountability systems, leadership, problem solving, and organizing will be addressed.

ADMIN 528 ..................................................................................... 3 credits
Administration of Special Programs
This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.

ADMIN 560 ................................................................. 3 credits

Human Resources Leadership and Management

This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.

ADMIN 596B .............................................................. 1 credit

Principal Internship Part II: Organizational Management

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.

ADMIN 575 ............................................................... 3 credits

Family, Community and Media Relations

This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

EDD 581 ................................................................. 4 credits

Action Research and Evaluation

This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

ADMIN 565 ............................................................... 3 credits

School Improvement Processes

This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

ADMIN 596C .............................................................. 1 credit

Principals Internship Part III: Professional Practice

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed.

AET 520 ................................................................. 3 credits

Instructional Strategies in Adult Education and Training

This course builds upon the foundation provided in the instructional design course and focuses on development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and for implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.

AET 535 ................................................................. 3 credits

Assessment and Evaluation in Adult Learning

This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

EDL 505 ................................................................. 3 credits

Cultural Competency

Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates’ understanding of teaching and learning through examination of the diverse make-up of today’s communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.

EDL 531 ................................................................. 3 credits

Mentoring and Coaching

This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.
Master of Arts in Education/Adult Education and Training

The following Master of Arts in Education/Adult Education and Training (MAED/AET) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts/Adult Education and Training (MAED/AET) program is designed for individuals interested in working with adult learners in areas such as corporate training, non-profit and community-based organizations, government, postsecondary education, and human services agencies. Learners develop competencies and expertise necessary to align education and training with strategic objectives and human services foundations across an enterprise with culturally diverse populations. Learners expand their knowledge in andragogical theory, instructional design and strategies, assessment of learning, delivering online learning, management and marketing, and technology integration. In addition, learners engage in practice through collaborative learning, social media, and community-based learning. Graduates will be able to serve adult students, colleagues, industries, and communities as expert educators and trainers.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-adm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Requirements for the MAED/AET

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 520</td>
<td>Organizational Communication for Adult Education and Training</td>
<td>3 credits</td>
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<tr>
<td>AET 500</td>
<td>Foundations of Adult Learning Theory</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 508</td>
<td>Community-Based Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>CUR 516</td>
<td>Curriculum Theory and Instructional Design</td>
<td>3 credits</td>
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<tr>
<td>CUR 518</td>
<td>Multicultural Strategies for the Adult Learner</td>
<td>3 credits</td>
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<tr>
<td>CUR 528</td>
<td>Assessment of Learning</td>
<td>3 credits</td>
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<tr>
<td>CUR 532</td>
<td>Facilitating Online Learning</td>
<td>3 credits</td>
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<tr>
<td>AET 552</td>
<td>Marketing Adult Education</td>
<td>3 credits</td>
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<tr>
<td>AET 560</td>
<td>Facilitating Change</td>
<td>3 credits</td>
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<tr>
<td>AET 562</td>
<td>Social Media for Professional Learning</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 570</td>
<td>Program Development in Adult Education</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the Program Requirements.

Additional Admission Requirements for the MAED/AET

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/AET

- The completion of a minimum of 34 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read: Master of Arts in Education Adult Education and Training

Residency Requirements and Course Waivers for the MAED/AET

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of prior graduate level coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course in the Required Course of Study may not be waived: COM 520

Academic Progression for the MAED/AET

Students must successfully complete COM 520 as the first course in the program.
Course Descriptions for the MAED/AET

Organizational Communication for Adult Education and Training
In this course, learners apply written and oral communication principles to their roles as trainers and adult educators. Learners demonstrate how to persuade a variety of stakeholders through applicable communication channels. Learners examine the role of perception, techniques, and business justifications related to effective communication. The course includes topics about oral and written communication, interpersonal and intercultural communication, and tools for collaborative learning.

AET 500 .........................................................3 credits

Foundations of Adult Learning Theory
Learners focus on the principles of adult learning and andragogical theory. In addition, learners address the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Learners investigate factors that influence adult education and training environments such as motivation, critical thinking skills, and ethics. Additionally, learners review current developments in the field of adult education, training, and workplace learning.

AET 508 .........................................................3 credits

Community-Based Education
This course provides an overview of community-based programs and services available for adult learners. Learners examine programs designed to enable adults to engage in educational, informational, and enrichment activities for lifelong learning. Learners examine issues, trends, and barriers to success for adult students, including areas such as social and community services, economic issues, and legislative influence. Additionally, learners review special populations of adult learners such as the aging population, adults with disabilities, military veterans, immigrants, refugees, incarcerated adults, and sexual minorities.

CUR 516 .........................................................3 credits

Curriculum Theory and Instructional Design
In this course, learners focus on applying theory and systematic approaches to design and implementation of instruction for diverse adult learners. Learners identify and analyze trends, issues, models, methods, various instructional strategies, technology, and classroom management strategies in instructional design for adults. In addition, learners design an instructional unit, applying research-based best practices and employing instructional design models.

CUR 518 .........................................................3 credits

Multicultural Strategies for the Adult Learner
In this course, learners acquire a rich and deep framework to understand what diversity means in the workplace, in the training and development environment, and in the higher education classroom. Learners explore dimensions of diversity which include race, gender, age, ethnicity, sexual orientation, gender identity and expression, religion, education, and socioeconomic status. Learners acquire an awareness of diversity and understand how to design, deliver, and evaluate training and education programs that are sensitive to the challenges and opportunities that a multicultural context presents.

CUR 528 .........................................................3 credits

Assessment of Learning
Learners focus on developing the skills necessary to become effective assessors of adult learners in corporate training and in other adult education learning environments. Learners examine the fundamentals of planning, implementing, and analyzing assessments to improve instruction and learning. Additionally, learners explore purposes and methods of evaluation for courses, programs, and training.

CUR 532 .........................................................3 credits

Facilitating Online Learning
Learners explore practical strategies for aligning effective principles of instruction with the use of technology in adult learning and training environments. Learners develop the knowledge and skills required for effectively engaging adult learners in distance learning experiences using a variety of web-based course management and information systems. In addition, learners apply and evaluate audio, video, and collaborative technology tools, mobile learning technologies, and corporate online training techniques. Learners discuss essential aspects of learning in online training programs and classrooms such as engagement, time management, reflection, and assessment strategies.

AET 552 .........................................................3 credits

Marketing Adult Education
Learners apply marketing principles to their roles as trainers and adult educators. Learners focus on marketing basics to promote training within an organization and review topics about market research for training, marketing strategies, marketing plans, negotiation skills, advocating for learning, electronic media, and ethical issues in marketing.

AET 560 .........................................................3 credits

Facilitating Change
Learners focus on facilitating change by transforming theory into application using effective researched-based methods related to global influences of change, change management, and the analysis of human capital. In addition, learners explore various change management strategies and the use of skill sets that include being objective, using analysis, and using active listening when dealing with organizational change. Learners demonstrate an understanding of how to apply skills that are used by effective leaders and trainers to develop and conduct training sessions that lead the change process.

AET 562 .........................................................3 credits

Social Media for Professional Learning
Learners are introduced to the use of social media tools and resources that support professional learning in the 21st century. Learners explore a variety of social media tools for individual and collaborative learning, including development of a personal learning network. In addition, learners examine leading responsible social media usage and the future of social media for professional learning.

AET 570 .........................................................3 credits

Program Development in Adult Education
Learners examine a leader’s role in developing and managing adult education within an organization. Learners define the organization’s learning needs from a systems perspective, review the leader’s role in management of multicultural training, and understand return on investment methodologies. In addition, learners review topics about networking and partnerships for successful learning, and identifying future trends in training and program development.
Master of Arts in Education/Elementary Teacher Education

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections
Orientation, 0 total credits
MTE 507................................................................. 0 credits
Orientation to Teacher Education
Introductory Course, 1 total credit
COM 516............................................................. 1 credit
Professional Communications
Foundations of Education, 2 total credits
MTE 501~............................................................ 2 credits
The Art and Science of Teaching
Educational Theories and Models, 6 total credits
MTE 518~............................................................. 3 credits
Models, Theories, and Instructional Strategies
MTE 522............................................................. 3 credits
Maintaining an Effective Learning Climate for Elementary Settings
Human Development, 2 total credits
MTE 506~............................................................. 2 credits
Child and Adolescent Development
Assessment, 3 total credits
MTE 562~............................................................. 3 credits
Assessment and Evaluation
Reading, 4 total credits
RDG 537~........................................................... 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts
Special Populations, 8 total credits
SEI 500............................................................. 3 credits
Structured English Immersion
SEI 503~............................................................ 3 credits
Advanced Structured English Immersion Methods
SPE 514............................................................. 2 credits
Survey of Special Populations
Elementary Methods and Assessment, 10 total credits
MTE 531~............................................................ 2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 533............................................................. 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534~............................................................ 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 537~............................................................ 2 credits
Curriculum Constructs & Assessment: Physical Education and Health
Student Teaching & Field Experience, 8 total credits
ELM 598~........................................................... 4 credits
Elementary Student Teaching Part A
ELM 599~........................................................... 4 credits
Elementary Student Teaching Part B
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
Additional Elementary Admission Requirements for Michigan:
- Students enrolled in the MAED/TED-E program and residing in the state of Michigan must provide a transcripted verification of a minimum of 30 semester credit hours in one of the content areas appropriate to elementary education prior to admission to the University.
- Appropriate content areas are:
  - English/Language Arts
  - Math
  - Science
  - Social Studies

Candidacy Status for the MAED/TED-E
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in I53 and the student's eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Degree Completion Requirements for the MAED/TED-E
- Completion of a minimum of 44 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Elementary Teacher Education

Academic Progression Requirements for the MAED/TED-E
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Verification of the completion of 100 hours of field experience.
- Students residing in Iowa must provide verification of the completion of any outstanding credits as indicated in the admissions requirements prior to student teaching.

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-E
- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: ELM 598, ELM 599
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/TED-E
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

University of Phoenix, 2013-2014
Arizona residents may waive SEI 500 and/or SEI 503 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:

- Arizona Provisional SEI Endorsement (SEI 500)
- Arizona Full SEI Endorsement (SEI 503)
- Arizona English as a Second Language Endorsement
- Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at https://www.ade.az.gov/oelas/.

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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</thead>
<tbody>
<tr>
<td>MAED/TED-E</td>
<td>MTE 501, MTE 506, MTE 518</td>
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<tr>
<td>MAED/TED-S</td>
<td>MTE 501, MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/TED-E</td>
<td>SPE 578</td>
</tr>
<tr>
<td>MAED/TED-S</td>
<td>MTE 501CA, MTE 506CA, MTE 518CA</td>
</tr>
</tbody>
</table>

**Field Experience for the MAED/TED-E**

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

**Student Teaching for the MAED/TED-E**

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

Arizona Teacher candidates enrolled in the MAED/TED-E program will be issued an Elementary certificate in grades 1-8. Teacher candidates in the MAED/TED-E program will not be eligible to student teach in Kindergarten and will not be issued an Institutional Recommendation (IR) as the Arizona Department of Education will no longer recognize Kindergarten experience for certification in Elementary education.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.
- Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

**Institutional Recommendation for the MAED/TED-E**

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency. Students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 10 years.

**Arizona Teaching Intern Certificate Program**

The requirements for initial issuance of the teaching intern certificate are:

- A Bachelor’s degree or higher from an accredited institution
- A passing score on one or more subject knowledge portions of the Arizona Teacher Proficiency Assessment that corresponds to the applicant’s teaching assignment(s)
- Completion of the requirements for a Provisional Structured English Immersion endorsement as prescribed in R7-2-613(J)
- A valid fingerprint clearance card issued by the Arizona Department of Public Safety

**Course Descriptions for the MAED/TED-E**

- **Orientation to Teacher Education**
  - MTE 501 ................................................................. 2 credits
  - Orientation to Teacher Education

  This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

- **Professional Communications**
  - MTE 518 ................................................................. 3 credits
  - Models, Theories, and Instructional Strategies

  This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

- **Maintaining an Effective Learning Climate for Elementary Settings**

  This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

  - MTE 506 ........................................................................ 2 credits
  - Child and Adolescent Development

  This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

  - MTE 562 ........................................................................ 3 credits
  - Assessment and Evaluation

  This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

  - RDG 537 ........................................................................ 4 credits
  - Curriculum Constructs and Assessment: Reading and Language Arts

  This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

  - SEI 500 ........................................................................ 3 credits
  - Structured English Immersion

  This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.

  - SEI 503 ........................................................................ 3 credits
  - Advanced Structured English Immersion Methods

  This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

  - SPE 514 ........................................................................ 2 credits
Survey of Special Populations

This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

MTE 531 .................................................................................. 2 credits

Curriculum Constructs & Assessment: History and Social Science

This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 533 .................................................................................. 4 credits

Curriculum Constructs & Assessment: Science and Mathematics

This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 .................................................................................. 2 credits

Curriculum Constructs & Assessment: Visual and Performing Arts

This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 537 .................................................................................. 2 credits

Curriculum Constructs & Assessment: Physical Education and Health

This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.

ELM 598 ................................................................................... 4 credits

Elementary Student Teaching Part A

This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

ELM 599 ................................................................................... 4 credits

Elementary Student Teaching Part B

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
Master of Arts in Education/Secondary Teacher Education

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important ties that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507 ................................. Orientation to Teacher Education ................................. 0 credits

Introductory Course, 1 total credit
COM 516 ................................. Professional Communications ................................. 1 credits

Foundations of Education, 2 total credits
MTE 501 ~ ................................. The Art and Science of Teaching ................................. 2 credits

Educational Theories and Models, 6 total credits
SEC 508 ~ ................................. Models, Theories and Strategies for Secondary Education ................................. 3 credits
MTE 523 ........................................... Maintaining an Effective Learning Climate ................................. 3 credits

Human Development, 2 total credits
MTE 506 ~ ................................. Child and Adolescent Development ................................. 2 credits

Assessment, 3 total credits
MTE 562 ~ ................................. Assessment and Evaluation ................................. 3 credits

Secondary Reading, 3 total credits
RDG 542 ................................. Curriculum Constructs & Assessment: Reading Methods for Secondary Settings ................................. 3 credits

Secondary Methods, 3 total credits
MTE 559 ........................................... Curriculum Constructs and Assessment: Secondary Methods ................................. 3 credits
SEI 500 ........................................... Structured English Immersion ................................. 3 credits

Secondary Elective, 3 total credits
SEI 503 ~ ................................. Advanced Structured English Immersion Methods ................................. 3 credits

Special Populations, 2 total credits
SPE 514 ................................. Survey of Special Populations ................................. 2 credits

Student Teaching & Field Experience, 8 total credits
SEC 598 ........................................... Secondary Student Teaching Part A ................................. 4 credits
SEC 599 ~ ........................................... Secondary Student Teaching Part B ................................. 4 credits

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Additional Secondary Admission Requirements for Michigan:

- Students enrolled in the MAED/TED-S program and residing in the state of Michigan must provide a transcripted verification of a minimum of 30 semester credit hours in their secondary content area prior to admission to the University.
Candidacy Status for the MAED/TED-S
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted must meet the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in ISS and the student's eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance
  - Students residing in Iowa must provide verification of the completion of 100 hours of field experience.

Minimum Grade Requirements for the MAED/TED-S
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/TED-S
- Candidates must meet all current state certification requirements prior to being reviewed for Level 2 Candidate Status.
- Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
  - Immunization or TB test results (District specific)
  - Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
  - Verification of the completion of 100 hours of field experience.
  - Students residing in Iowa must provide verification of the completion of any outstanding credits as indicated in the admissions requirements prior to student teaching.
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Academic Progression Requirements for the MAED/TED-S
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Secondary Teacher Education

Residency Requirements and Course Waivers for the MAED/TED-S
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 559, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514
Arizona residents may waive SEI 500 and/or SEI 503 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:
- Arizona Provisional SEI Endorsement (SEI 500)
- Arizona Full SEI Endorsement (SEI 503)
- Arizona English as a Second Language Endorsement
- Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at https://www.ade.az.gov/oelas/.

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

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<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

Field Experience for the MAED/TED-S

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-S

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.

Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.

Candidates in the MAED/TED program may not student teach in special education.

MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.

- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Arizona Teaching Intern Certificate Program

The requirements for initial issuance of the teaching intern certificate are:
- A Bachelor’s degree or higher from an accredited institution
- A passing score on one or more subject knowledge portions of the Arizona Teacher Proficiency Assessment that corresponds to the applicant’s teaching assignment(s)
- Completion of the requirements for a Provisional Structured English Immersion endorsement as prescribed in R7-2-613(J)
- A valid fingerprint clearance card issued by the Arizona Department of Public Safety
Course Descriptions for the MAED/TED-S

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MTE 507</td>
<td>Orientation to Teacher Education</td>
<td>0</td>
</tr>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
<td>1</td>
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<tr>
<td>MTE 501</td>
<td>The Art and Science of Teaching</td>
<td>2</td>
</tr>
<tr>
<td>SEC 508</td>
<td>Models, Theories and Strategies for Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>MTE 523</td>
<td>Maintaining an Effective Learning Climate</td>
<td>3</td>
</tr>
<tr>
<td>MTE 506</td>
<td>Child and Adolescent Development</td>
<td>2</td>
</tr>
<tr>
<td>MTE 562</td>
<td>Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>RDG 542</td>
<td>Curriculum Constructs &amp; Assessment: Reading Methods for Secondary Settings</td>
<td>3</td>
</tr>
<tr>
<td>MTE 559</td>
<td>Curriculum Constructs and Assessment: Secondary Methods</td>
<td>3</td>
</tr>
<tr>
<td>SEI 500</td>
<td>Structured English Immersion</td>
<td>3</td>
</tr>
<tr>
<td>SEI 503</td>
<td>Advanced Structured English Immersion Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

**Orientation to Teacher Education**
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

**Professional Communications**
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

**The Art and Science of Teaching**
This course introduces teaching as both an art and a science. Topics include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

**Models, Theories and Strategies for Secondary Education**
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

**Maintaining an Effective Learning Climate**
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

**Child and Adolescent Development**
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
SPE 514 ................................................................. 2 credits
Survey of Special Populations
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

SEC 598 ................................................................. 4 credits
Secondary Student Teaching Part A
This course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SEC 599 ................................................................. 4 credits
Secondary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

Master of Arts in Education/Elementary Teacher Education (Colorado)

The following Master of Arts in Education (MAEd)/Elementary Teacher Education program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education (MAEd/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with cooperating teachers from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Courses Selections

Orientations, 0 total credits
MTE 507 ................................................................................... 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 ................................................................................... 1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ ................................................................................... 2 credits

Educational Theories and Models, 6 total credits
MTE 518 ~ ................................................................................... 3 credits
Models, Theories and Instructional Strategies
MTE 522 ................................................................................... 3 credits
Maintaining an Effective Learning Climate for Elementary Settings

Human Development, 2 total credits
MTE 506 ~ ................................................................................... 2 credits
Child and Adolescent Development

Assessment, 3 total credits
MTE 562 ~ ................................................................................... 3 credits
Assessment and Evaluation

Reading, 7 total credits
RDG 500 ................................................................................... 3 credits
Scientifically Based Reading Instruction
RDG 537 ~ ................................................................................... 4 credits

Curriculum Constructs & Assessment: Reading and Language Arts

Special Populations, 5 total credits
MTE 553 ................................................................................... 3 credits
Instruction and Assessment of English Language Learners
SPE 514 ................................................................................... 2 credits
Survey of Special Populations

Elementary Methods and Assessment, 10 total credits
MTE 531 ................................................................................... 2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 533 ................................................................................... 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534 ................................................................................... 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 537 ................................................................................... 2 credits
Curriculum Constructs & Assessment: Physical Education and Health

Student Teaching, 8 total credits
ELM 598 ~ ................................................................................... 4 credits
Elementary Student Teaching Part A
ELM 599 ~ ................................................................................... 4 credits
Elementary Student Teaching Part B

The University reserves the right to modify the Required Course of Study.
Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Majors: Colorado State Department of Education guidelines determine specific major requirements. Students will need a major in one of the multi-disciplinary areas listed below:
  - Language Arts
  - Liberal Arts
  - Humanities
  - Sciences
  - Mathematics
  - Social Sciences
  - Business*
  - Health*
  - Information Technology*
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidate Status

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency.
  - Verification of fingerprint clearance.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Academic Progression Requirements for the MAED/TED-E

Candidates must provide verification of the following prior to beginning their student teaching experience:

- Immunization or TB test results (district specific).
- Content knowledge mastery prior to student teaching.
- Verification of the completion of 200 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-E

- Candidates must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses: ELM 598, ELM 599.
- Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Degree Completion Requirements for the MAED/TED-E

- Completion of a minimum of 44 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (200 hours).
- To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Elementary Teacher Education

Institutional Recommendation for the MAED/TED-E

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
Residency Requirements and Course Waivers for the MAED/TED-E

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

- Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501, MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

Student Teaching for the MAED/TED-E

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as a teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Field Experience for the MAED/TED-E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 200 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Formal field experience evaluations are required during the program (including observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.
Course Descriptions for the MAED/TED-E

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTE 507</td>
<td>Orientation to Teacher Education</td>
<td>0</td>
</tr>
<tr>
<td>MTE 501</td>
<td>The Art and Science of Teaching</td>
<td>2</td>
</tr>
<tr>
<td>MTE 518</td>
<td>Models, Theories, and Instruction Strategies</td>
<td>3</td>
</tr>
<tr>
<td>MTE 522</td>
<td>Maintaining an Effective Learning Climate for Elementary Settings</td>
<td>3</td>
</tr>
<tr>
<td>MTE 506</td>
<td>Child and Adolescent Development</td>
<td>2</td>
</tr>
<tr>
<td>MTE 562</td>
<td>Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
<td>1</td>
</tr>
<tr>
<td>MTE 507</td>
<td>Scientifically Based Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>RDG 500</td>
<td>Curriculum Constructs &amp; Assessment: Reading and Language Arts</td>
<td>4</td>
</tr>
<tr>
<td>RDG 500</td>
<td>Survey of Special Populations</td>
<td>2</td>
</tr>
<tr>
<td>MTE 531</td>
<td>Curriculum Constructs &amp; Assessment: History and Social Science</td>
<td>2</td>
</tr>
<tr>
<td>MTE 533</td>
<td>Curriculum Constructs &amp; Assessment: Science and Mathematics</td>
<td>4</td>
</tr>
</tbody>
</table>

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children’s performance in reading and in the language arts are also emphasized.

This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

This course focuses on the pedagogy and assessment strategies
that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 .......................................................................................... 2 credits 

Curriculum Constructs & Assessment: Visual and Performing Arts
This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 537 .......................................................................................... 2 credits 

Curriculum Constructs & Assessment: Physical Education and Health
This course defines and provides a context for teaching and assessing students in the area of physical education and health based on scope, sequence, and national and state standards. This course will include framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course will also include framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas will be explored.

ELM 598 .......................................................................................... 4 credits 

Elementary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

ELM 599 .......................................................................................... 4 credits 

Elementary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

Master of Arts in Education/Secondary Teacher Education (Colorado)

The following Master of Arts in Education (MAEd)/Secondary Teacher Education program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 200 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-s.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Courses Selections
Orientation, 0 total credits
MTE 507 .......................................................................................... 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 .......................................................................................... 1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ .................................................................................. 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
SEC 508 ~ .................................................................................. 3 credits
Models, Theories and Strategies for Secondary Education
MTE 523 .......................................................................................... 3 credits

Maintaining an Effective Learning Climate

Human Development, 2 total credits
MTE 506 ~ .................................................................................. 2 credits
Child and Adolescent Development
Assessment, 3 total credits
MTE 562 ~ ................................................................. 3 credits
Assessment and Evaluation
Secondary Reading, 6 total credits
RDG 500 ................................................................. 3 credits
Scientifically Based Reading Instruction
RDG 542 ~ ................................................................. 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings
Special Populations, 5 total credits
MTE 553 ................................................................. 3 credits
Instruction and Assessment of English Language Learners
SPE 514 ................................................................. 2 credits
Survey of Special Populations
Secondary Methods and Assessment, 3 total credits
Students must choose one of the following courses:
MTE 564 ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Math
MTE 566 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary English/Language Arts
MTE 567 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary History/Social Science
MTE 569 ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Science
MTE 580 ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Business & Marketing
Student Teaching, 8 total credits
SEC 598 ~ ................................................................. 4 credits
Secondary Student Teaching Part A
SEC 599 ~ ................................................................. 4 credits
Secondary Student Teaching Part B
The University reserves the right to modify the Required Course of Study.

Additional Admission Requirements for the MAED/TED-S
All applicants are expected to meet the following admissions requirements:
- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Majors: Colorado State Department of Education guidelines determine specific major requirements. Candidates for the Secondary Teacher Education program must have a major in one of the following areas:
  - Business
  - Information Technology
  - English/Language Arts
  - Mathematics
  - Science
  - Social Studies/History/Political Science
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
  - Demonstration of basic skills proficiency.
  - Verification of fingerprint clearance.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Academic Progression Requirements for the MAED/TED-S
Candidates must provide verification of the following prior to beginning their student teaching experience:
- Immunization or TB test results (district specific).
- Content knowledge mastery prior to student teaching.
- Verification of the completion of 200 hours of field experience
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-S
A candidate must earn a grade of "B" (grades of 'T' and "B-" are not accepted) or better in the following courses: SEC 598, SEC 599
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.
Degree Completion Requirements for the MAED/TED-S

- Completion of a minimum of 36 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (200 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Secondary Teacher Education

Institutional Recommendation for the MAED/TED-S

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Residency Requirements and Course Waivers for the MAED/TED-S

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 564, MTE 567, MTE 569, MTE 580, RSG 542, SEC 508, SEC 598, SEC 599, SPE 514
- Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E</td>
<td>MTE 501, MTE 506, MTE 518</td>
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<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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Field Experience for the MAED/TED-S

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 200 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Formal field experience evaluations are required during the program (including observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio.

Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-S

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
Maintaining an Effective Learning Climate

Models, Theories and Strategies for Secondary Education

• MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g., 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.

• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

• Students must complete a minimum of 8 credit hours of student teaching including the completion of a Teacher Work Sample project.

Course Descriptions for the MAED/TED-S

MTE 507 .................................................................................... 0 credits

Orientation to Teacher Education

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 .................................................................................... 1 credit

Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501 .................................................................................... 2 credits

The Art and Science of Teaching

This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

SEC 508 .................................................................................... 3 credits

Models, Theories and Strategies for Secondary Education

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 523 .................................................................................... 3 credits

Maintaining an Effective Learning Climate

This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 506 .................................................................................... 2 credits

Child and Adolescent Development

This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 562 .................................................................................... 3 credits

Assessment and Evaluation

This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

RDG 500 .................................................................................... 3 credits

Scientifically Based Reading Instruction

This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children’s performance in reading and in the language arts are also emphasized.

RDG 542 .................................................................................... 3 credits

Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

This course focuses on the most current research, theory, and methods of teaching literacy, in particular, reading, writing, and technological literacy, in the content areas at the secondary level. Various instructional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th- 12th-grade setting, is incorporated into the course requirements.

MTE 553 .................................................................................... 3 credits

Instruction and Assessment of English Language Learners

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multietnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

MTE 562 .................................................................................... 3 credits

Survey of Special Populations

This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law,
and current policies and practices are examined.

**MTE 564** ................................................................. 3 credits

**Curriculum Constructs and Assessment: Secondary Math**

This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

**MTE 566** ................................................................. 3 credits

**Curriculum Constructs & Assessment: Secondary English/Language Arts**

This course explores the application of basic instructional methods to the content area of English/language arts in middle level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

**MTE 567** ................................................................. 3 credits

**Curriculum Constructs & Assessment: Secondary History/Social Science**

This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

**MTE 569** ................................................................. 3 credits

**Curriculum Constructs and Assessment: Secondary Science**

This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

**MTE 580** ................................................................. 3 credits

**Curriculum Constructs and Assessment: Secondary Business & Marketing**

This course focuses on instruction and assessment strategies to provide secondary students background and knowledge in business/marketing content and careers, employment and workplace skills, applied academics, and leadership skills through participation in career and technical student organizations (CTSOs). This course will provide teacher candidates the opportunity to develop the ability to evaluate and use appropriate instructional methods, curricular materials and resources, and assessment strategies.

**SEC 598** ................................................................. 4 credits

**Secondary Student Teaching Part A**

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

**SEC 599** ................................................................. 4 credits

**Secondary Student Teaching Part B**

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Program Category Requirements and Course Selections**

| Orientation, 0 total credits | | | | | |
|-----------------------------|------------------|------------------|------------------|------------------|
| MTE 507 ................................. 0 credits | Orientation to Teacher Education | | | |

| Introductory Course, 1 total credit | | | | | |
|-------------------------------------|------------------|------------------|------------------|------------------|
| COM 516 .................................. 1 credit | Professional Communications | | | |

| Foundations of Education, 2 total credits | | | | | |
|--------------------------------------------|------------------|------------------|------------------|------------------|
| MTE 501 .................................. 2 credits | The Art and Science of Teaching | | | |

| Educational Theories and Models, 6 total credits | | | | | |
|-----------------------------------------------|------------------|------------------|------------------|------------------|
| MTE 518 .................................. 3 credits | Models, Theories, and Instructional Strategies | | | |

| MTE 522 .................................. 3 credits | Maintaining an Effective Learning Climate for Elementary Settings | | | |

| Human Development, 2 total credits | | | | | |
|------------------------------------|------------------|------------------|------------------|------------------|
| MTE 506 .................................. 2 credits | Child and Adolescent Development | | | |

| Assessment, 3 total credits | | | | | |
|--------------------------------|------------------|------------------|------------------|------------------|
| MTE 562 .................................. 3 credits | Assessment and Evaluation | | | |

| Reading, 6 total credits | | | | | |
|----------------------------|------------------|------------------|------------------|------------------|
| RDG 537 ............................. 4 credits | Curriculum Constructs & Assessment: Reading and Language Arts | | | |

| MTE 529 .................................. 4 credits | Reading and Phonological Theory | | | |

| Special Populations, 5 total credits | | | | | |
|-------------------------------------|------------------|------------------|------------------|------------------|
| MTE 553 .................................. 3 credits | Instruction and Assessment of English Language Learners | | | |

| SPE 514 .................................. 2 credits | Survey of Special Populations | | | |

| Elementary Methods and Assessment, 10 total credits | | | | | |
|-----------------------------------------------------|------------------|------------------|------------------|------------------|
| MTE 531 .................................. 2 credits | Curriculum Constructs & Assessment: History and Social Science | | | |

| MTE 533 .................................. 4 credits | Curriculum Constructs & Assessment: Science and Mathematics | | | |

| MTE 534 .................................. 2 credits | Curriculum Constructs & Assessment: Visual and Performing Arts | | | |

| MTE 537 .................................. 2 credits | Curriculum Constructs & Assessment: Physical Education and Health | | | |

| Student Teaching & Field Experience, 8 total credits | | | | | |
|-----------------------------------------------------|------------------|------------------|------------------|------------------|
| ELM 598 .................................. 4 credits | Elementary Student Teaching Part A | | | |

| ELM 599 .................................. 4 credits | Elementary Student Teaching Part B | | | |

| The University reserves the right to modify the required course of Study. | | | | | |

| Additional Admission Requirements for the MAED/TED-E | | | | | |
|-----------------------------------------------------|------------------|------------------|------------------|------------------|
| All applicants are expected to meet the following admission requirements: | | | | | |
| • Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution. | | | | |

| • Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification. | | | |

| • All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments. | | | | |

| Candidacy Status for the MAED/TED-E | | | | | |
|-------------------------------------|------------------|------------------|------------------|------------------|
| The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling. | | | | |
• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  • Demonstration of basic skills proficiency
  • Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-E

• Completion of a minimum of 45 credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The diploma awarded for this program will read as: Master of Arts in Education Elementary Teacher Education

Academic Progression Requirements for the MAED/TED-E

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
• Immunization or TB test results (District specific)
• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
• Verification of the completion of 100 hours of field experience. Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-E

• A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: ELM 598, ELM 599
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/TED-E

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Program; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

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<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
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<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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Field Experience for the MAED/TED-E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-E

• Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
• Student teaching can only be repeated one time.
• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
• Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
• Candidates in the MAED/TED program may not student teach in special education.
• MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ’student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching
Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

• Candidates must provide verification of state and U.S. agency.
• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Course Descriptions for the MAED/TED-E

MTE 507 ................................................................................... 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
COM 516 .................................................................................... 1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
MTE 501 ................................................................................... 2 credits
The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
MTE 518 ................................................................................... 3 credits
Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

Institutional Recommendation for the MAED/TED-E
MTE 522 ...................................................................................3 credits
Maintaining an Effective Learning Climate for Elementary Settings
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 506....................................................................................2 credits
Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 529 ..................................................................................2 credits
Reading and Phonological Theory
This course expounds upon the basic premise that systematically integrated phonics instruction is a fundamental component of effective reading programs. Students will study the relevant research and applications that support principles of sequential phonics instruction and phonological awareness and review traditional and contemporary phonics approaches.

MTE 553 ..................................................................................3 credits
Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

MTE 531 ..................................................................................2 credits
Curriculum Constructs & Assessment: History and Social Science
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.
CURRICULUM CONSTRUCTS & ASSESSMENT: SCIENCE AND MATHEMATICS
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 ................................................................. 2 credits

CURRICULUM CONSTRUCTS & ASSESSMENT: PHYSICAL EDUCATION AND HEALTH
This course defines and provides a context for teaching and assessing students in the area of physical education and health based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 537 ................................................................. 2 credits

CURRICULUM CONSTRUCTS & ASSESSMENT: VISUAL AND PERFORMING ARTS
This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 533 ................................................................. 4 credits

CURRICULUM CONSTRUCTS & ASSESSMENT: SCIENCE AND MATHEMATICS
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 ................................................................. 2 credits

CURRICULUM CONSTRUCTS & ASSESSMENT: VISUAL AND PERFORMING ARTS
This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 537 ................................................................. 2 credits

CURRICULUM CONSTRUCTS & ASSESSMENT: PHYSICAL EDUCATION AND HEALTH
This course defines and provides a context for teaching and assessing students in the area of physical education and health based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 533 ................................................................. 4 credits

Elementary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods including classroom management, grading, and assessment strategies that increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

ELM 598 ................................................................. 4 credits

Elementary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

ELM 599 ................................................................. 4 credits

Master of Arts in Education/Secondary Teacher Education (New Mexico)

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-s.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections
Orientation, 0 total credits

MTE 507 ........................................................................ 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 ........................................................................ 1 credit
Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ ........................................................................ 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits

SEC 508 ~ ......................................................................... 3 credits
Models, Theories and Strategies for Secondary Education

MTE 523 ~ ......................................................................... 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ ......................................................................... 2 credits
Child and Adolescent Development
Assessment, 3 total credits
MTE 562  .................................................................3 credits
Assessment and Evaluation

Secondary Reading, 3 total credits
RDG 542  .................................................................3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits
MTE 553 .................................................................3 credits
Instruction and Assessment of English Language Learners
SPE 514 .................................................................2 credits
Survey of Special Populations

Secondary Methods and Assessment, 3 total credits
MTE 556 .................................................................3 credits
Curriculum Constructs & Assessment: Secondary Methods

Secondary Elective, 3 total credits
MTE 557 .................................................................3 credits
Language Development for Secondary Settings
MAT 504 ...............................................................3 credits
Adolescent Psychology
MAT 538 ...............................................................3 credits
Middle School Foundations and Philosophy
CMP 521 ...............................................................3 credits
Using Computers in Education

Student Teaching & Field Experience, 8 total credits
SEC 598 ...............................................................4 credits
Secondary Student Teaching Part A
SEC 599 ...............................................................4 credits
Secondary Student Teaching Part B

The University reserves the right to modify the Required Course of Study.

Additional Admission Requirements for the MAED/TED-S
All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-S
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-S
- Completion of a minimum of 36 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Verification of the completion of 100 hours of field experience. Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-S
- A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 599
Courses Waived

• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of “B” or better on the TED-S, the course must have been completed at a regionally accredited, transferable course.
• Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501, MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

Field Experience for the MAED/TED-S

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-S

• Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
• Student teaching can only be repeated one time.
• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
• Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
• Candidates in the MAED/TED program may not student teach in special education.
• MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching for the MAED/TED-S

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.
Institutional Recommendation for the MAED/TED-S

• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Course Descriptions for the MAED/TED-S

**Orientation to Teacher Education**
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

**Com 516** ....................................................................................1 credit

**Professional Communications**
This course provides an overview of the categories of exceptional children and students with special needs. The course focuses on the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

**MTE 562** ..................................................................................3 credits

**Assessment and Evaluation**
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

**RDG 542** ..................................................................................3 credits

**Curriculum Constructs & Assessment: Reading Methods for Secondary Settings**
This course focuses on the most current research, theory, and methods of teaching literacy, in particular, reading, writing, and technological literacy, in the content areas at the secondary level. Various instructional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th grade setting, is incorporated into the course requirements.

**MTE 553** ..................................................................................3 credits

**Instruction and Assessment of English Language Learners**
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multilingual curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

**SPE 514** ..................................................................................2 credits

**Survey of Special Populations**
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

**MTE 559** ..................................................................................3 credits

**Curriculum Constructs and Assessment: Secondary Methods**
This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.
MTE 556 ................................................................................... 3 credits
Curriculum Constructs and Assessment: Distance Education Methods for Secondary Schools
This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.

MTE 557 ................................................................................... 3 credits
Language Development for Secondary Settings
This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MAT 504................................................................................... 3 credits
Adolescent Psychology
This course provides an overview of adolescent development, including the biological, cognitive, and social changes during the period between childhood and adulthood. The psychosocial developmental period is explored, and current trends and methods of teaching and learning in a middle school are examined and practiced.

MAT 538................................................................................... 3 credits
Middle School Foundations and Philosophy
This course examines middle level education. It evaluates the structure of middle schools and their characteristics, including curriculum, instruction, and learning in middle level education. It also addresses issues such as managing the middle level environment. Students in this course will demonstrate knowledge through application, analysis, and observation of middle level environments.

CMP 521................................................................................... 3 credits
Using Computers in Education
This course examines how emerging technology can affect the classroom teacher, school administrator, school board members, students, and parents. It explores how technology influences curriculum, instructional design, and educational standards. Equity issues and the consequences to students who lack technology skills and knowledge are also the focal point of this course. This course uses a variety of media and technologies to prepare teaching materials, develop curriculum, and deliver instruction.

SEC 598 .................................................................................... 4 credits
Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SEC 599 .................................................................................... 4 credits
Secondary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
Master of Arts in Education/Elementary Teacher Education (Hawaii)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Hawaii. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important requirements for Candidate Status Level 1, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

<table>
<thead>
<tr>
<th>Orientation, 0 total credits</th>
<th>Orientation to Teacher Education 0 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Course, 1 total credit</td>
<td></td>
</tr>
<tr>
<td>COM 516 1 credit</td>
<td>Professional Communications</td>
</tr>
<tr>
<td>Foundations of Education, 2 total credits</td>
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</tr>
<tr>
<td>MTE 501 2 credits</td>
<td>The Art and Science of Teaching</td>
</tr>
<tr>
<td>Educational Theories and Models, 6 total credits</td>
<td></td>
</tr>
<tr>
<td>MTE 518 3 credits</td>
<td>Models, Theories, and Instructional Strategies</td>
</tr>
<tr>
<td>MTE 522 3 credits</td>
<td>Maintaining an Effective Learning Climate for Elementary Settings</td>
</tr>
<tr>
<td>Human Development, 2 total credits</td>
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</tr>
<tr>
<td>MTE 506 2 credits</td>
<td>Child and Adolescent Development</td>
</tr>
</tbody>
</table>

Assessment, 3 total credits
MTE 562 Assessment and Evaluation 3 credits
Reading, 4 total credits
RDG 537 Curriculum Constructs & Assessment: Reading and Language Arts 4 credits

Special Populations, 5 total credits
MTE 553 Instruction and Assessment of English Language Learners 3 credits
SPE 514 Survey of Special Populations 2 credits

Elementary Methods and Assessment, 10 total credits
MTE 531 Curriculum Constructs & Assessment: History and Social Science 2 credits
MTE 533 Curriculum Constructs & Assessment: Science and Mathematics 4 credits
MTE 534 Curriculum Constructs & Assessment: Visual and Performing Arts 2 credits
MTE 537 Curriculum Constructs & Assessment: Physical Education and Health 2 credits

Student Teaching & Field Experience, 8 total credits
ELM 598 Elementary Student Teaching Part A 4 credits
ELM 599 Elementary Student Teaching Part B 4 credits

The University reserves the right to modify the Required Course of Study.

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  • Demonstration of basic skills proficiency
  • Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Degree Completion Requirements for the MAED/TED-E**

• Completion of a minimum of 41 credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The course must have been completed at a regionally accredited, institutional course which meets the following criteria:
  • The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 501, MTE 506, MTE 518, MTE 522, MTE 553, RDG 537, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Program; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

**Field Experience for the MAED/TED-E**

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to
arrange field experience.

**Student Teaching for the MAED/TED-E**

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.
- Candidates attending the Online campus who live in Hawaii, must transfer to the Hawaii ground campus for their student teaching experience and student teaching seminars. These courses will allow students to complete their MAED/TED program and earn a Hawaii credential. This policy applies to candidates in the following programs: MAED/TED-E, MAED/TED-S (English, social studies, math, or science concentrations).
- MAED/TED-S candidates living in Hawaii who attend the Online campus and are pursuing a content area outside of the four areas noted above must meet the Arizona requirements, including AEPA exams or comparable content and professional knowledge examinations from another state or agency taken within the past 7 years and Arizona fingerprinting requirements, in order to complete the Arizona approved program and be eligible for Institutional Recommendation.

**Course Descriptions for MAED/TED-E**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MTE 502</td>
<td>Orientation to Teacher Education</td>
<td>0</td>
</tr>
<tr>
<td>MTE 501</td>
<td>The Art and Science of Teaching</td>
<td>2</td>
</tr>
<tr>
<td>MTE 518</td>
<td>Models, Theories, and Instructional Strategies</td>
<td>3</td>
</tr>
<tr>
<td>MTE 506</td>
<td>Maintaining an Effective Learning Climate for Elementary Settings</td>
<td>2</td>
</tr>
</tbody>
</table>

This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 562 ................................................................. 3 credits

Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

RDG 537 ............................................................. 4 credits

Curriculum Constructs and Assessment: Reading and Language Arts
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

MTE 553 ................................................................. 3 credits

Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 514 ................................................................. 2 credits

Survey of Special Populations
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

MTE 531 ................................................................. 2 credits

Curriculum Constructs & Assessment: History and Social Science
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 533 ................................................................. 4 credits

Curriculum Constructs & Assessment: Science and Mathematics
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 ................................................................. 2 credits

Curriculum Constructs & Assessment: Visual and Performing Arts
This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 537 ................................................................. 2 credits

Curriculum Constructs & Assessment: Physical Education and Health
This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the roles and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.

ELM 598 ............................................................... 4 credits

Elementary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

ELM 599 ............................................................... 4 credits

Elementary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
Master of Arts in Education/Secondary Teacher Education (Hawaii)

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-s.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507 .......................................................... 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 .......................................................... 1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ ......................................................... 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
SEC 508 ~ .......................................................... 3 credits
Models, Theories and Instructional Strategies for Secondary Education
MTE 523 .......................................................... 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits
MTE 506 ~ .......................................................... 2 credits
Child and Adolescent Development

Assessment, 3 total credits
MTE 562 ~ .......................................................... 3 credits
Assessment and Evaluation

Secondary Reading, 3 total credits
RDG 542 ~ .......................................................... 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits
MTE 553 .......................................................... 3 credits
Instruction and Assessment of English Language Learners
SPE 514 .......................................................... 2 credits
Survey of Special Populations

Secondary Methods and Assessment, 3 total credits
MTE 564 .......................................................... 3 credits
Curriculum Constructs and Assessment: Secondary Math
MTE 566 .......................................................... 3 credits
Curriculum Constructs & Assessment: Secondary English/Language Arts
MTE 567 .......................................................... 3 credits
Curriculum Constructs & Assessment: Secondary History/Social Science
MTE 569 .......................................................... 3 credits
Curriculum Constructs & Assessment: Secondary Science

Secondary Elective, 3 total credits
MTE 556 .......................................................... 3 credits
Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools
MTE 557 .......................................................... 3 credits
Language Development for Secondary Settings
MAT 504 .......................................................... 3 credits
Adolescent Psychology
MAT 538 .......................................................... 3 credits
Middle School Foundations and Philosophy
CMP 521 .......................................................... 3 credits
Using Computers in Education

Student Teaching & Field Experience, 8 total credits
SEC 598 ~ .......................................................... 4 credits
Secondary Student Teaching Part A
SEC 599 ~ .......................................................... 4 credits
Secondary Student Teaching Part B
The University reserves the right to modify the Required Course of Study.
Additional Admission Requirements for the MAED/TED-S
All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university, or equivalent undergraduate degree earned at a recognized foreign institution.
• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-S
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  • Demonstration of basic skills proficiency
  • Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Requirements for the MAED/TED-S

• Completion of a minimum of 36 credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.

• The diploma awarded for this program will read as: Master of Arts in Education Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

• Immunization or TB test results (District specific)
• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
• Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-S

A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: SEC 598 and SEC 599.

• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.

Institutional Recommendation for the MAED/TED-S

• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).

Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

• Candidates must pass their state-mandated professional knowledge exam.

• Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
Residency Requirements and Course Waivers for the MAED/TED-S

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 564, MTE 566, MTE 567, MTE 569, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501, MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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Field Experience for the MAED/TED-S

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-S

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.
- Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.
Candidates attending the Online campus who live in Hawaii, must transfer to the Hawaii ground campus for their student teaching experience and student teaching seminars. These courses will allow students to complete their MAED/TED program and earn a Hawaii credential. This policy applies to candidates in the following programs: MAED/TED-E, MAED/TED-S (English, social studies, math, or science concentrations).

MAED/TED-S candidates living in Hawaii who attend the Online campus and are pursuing a content area outside of the four areas noted above must meet the Arizona requirements, including AEPA exams or comparable content and professional knowledge examinations from another state or agency taken within the past 7 years and Arizona fingerprinting requirements, in order to complete the Arizona approved program and be eligible for Institutional Recommendation.

**Course Descriptions for the MAED/TED-S**

**MTE 507** ................................................................. 0 credits

**Orientation to Teacher Education**

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

**COM 516** ............................................................... 1 credit

**Professional Communications**

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

**MTE 501** ................................................................. 2 credits

**The Art and Science of Teaching**

This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

**SEC 508** ................................................................. 3 credits

**Models, Theories and Strategies for Secondary Education**

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

**MTE 523** ................................................................. 3 credits

**Maintaining an Effective Learning Climate**

This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

**MTE 506** ................................................................. 2 credits

**Child and Adolescent Development**

This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

**MTE 562** ................................................................. 3 credits

**Assessment and Evaluation**

This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

**RDG 542** ................................................................. 3 credits

**Curriculum Constructs & Assessment: Reading Methods for Secondary Settings**

This course focuses on the most current research, theory, and methods of teaching literacy, in particular, reading, writing, and technological literacy, in the content areas at the secondary level. Various institutional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th grade setting, is incorporated into the course requirements.

**MTE 553** ................................................................. 3 credits

**Instruction and Assessment of English Language Learners**

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

**SPE 514** ................................................................. 2 credits

**Survey of Special Populations**

This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

**MTE 564** ................................................................. 3 credits

**Curriculum Constructs and Assessment: Secondary Math**

This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.
MTE 566 ...................................................................................3 credits

Curriculum Constructs & Assessment: Secondary English/Language Arts
This course explores the application of basic instructional methods to the content area of English/language arts in middle level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 567 ...................................................................................3 credits

Curriculum Constructs & Assessment: Secondary History/Social Science
This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 569 ...................................................................................3 credits

Language Development for Secondary Settings
This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MAT 504 ...................................................................................3 credits

Adolescent Psychology
This course provides an overview of adolescent development, including the biological, cognitive, and social changes during the period between childhood and adulthood. The psychosocial developmental period is explored, and current trends and methods of teaching and learning in a middle school are examined and practiced. Previous course description: This course covers adolescent psychology from a historical perspective to present day societal influences and pressures. Current trends and methods of learning in adolescent education will also be covered.

MAT 538 ...................................................................................3 credits

Middle School Foundations and Philosophy
This course examines middle level education. It evaluates the structure of middle schools and their characteristics, including curriculum, instruction, and learning in middle level education. It also addresses issues such as managing the middle level environment. Students in this course will demonstrate knowledge through application, analysis, and observation of middle level environments. Previous description: This is a draft of the description. This course examines the junior high and middle school. The course will evaluate the unique characteristics of the adolescent, diversity among middle school students, structures of middle school, and curriculum and instruction.

CMP 521 ...................................................................................3 credits

Using Computers in Education
This course will examine how emerging technology can affect the classroom teacher, school administrator, school board member, students, and parents. Students will explore how technology has impacted curriculum, instructional design, and educational standards. Equity issues and the consequences to students who lack technological skills and knowledge will be the focal point of discussion. Students will get hands-on, interactive experience using a variety of media and technologies to prepare teaching materials, develop curriculum, and deliver instruction.

SEC 598 ...................................................................................4 credits

Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SEC 599 ...................................................................................4 credits

Secondary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
The following Master of Arts in Education/Elementary Teacher Education program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e. Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Requirements and Course Selections

Orientation, 0 total credits
MTE 507 .......................... 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 ........................ 1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ ........................... 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
MTE 518 ~ .......................... 3 credits
Models, Theories, and Instructional Strategies
MTE 522 .......................... 3 credits
Maintaining an Effective Learning Climate for Elementary Settings

Human Development, 2 total credits
MTE 506 ~ ........................... 2 credits
Child and Adolescent Development

Assessment, 3 total credits
MTE 562 ~ ........................ 3 credits
Assessment and Evaluation

Reading, 10 total credits
RDG 537 ~ ........................ 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts
MTE 536 .......................... 3 credits
Children’s Literature
RDG 535 ~ ........................ 3 credits
Diagnosis & Remediation of Reading Difficulties

Elementary Methods and Assessment, 10 total credits
MTE 531 .......................... 2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 533 .......................... 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534 .......................... 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 537 .......................... 2 credits
Curriculum Constructs & Assessment: Physical Education and Health

Student Teaching & Field Experience, 8 total credits
ELM 598 ~ ........................ 4 credits
Elementary Student Teaching Part A
ELM 599 ~ ........................ 4 credits
Elementary Student Teaching Part B
The University reserves the right to modify the required course of Study.

Special Populations, 5 total credits
MTE 553 .......................... 3 credits
Instruction and Assessment of English Language Learners
SPE 514 .......................... 2 credits
Survey of Special Populations

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• Students enrolled in the MAED/TED-E program and residing in the state of Indiana must provide a transcripted verification of an undergraduate degree that includes coursework in the areas noted below prior to admission to the University. Upon admission, students must have completed all but six (6) semester or nine (9) quarter credit hours. These additional six (6) semester or nine (9) quarter credits must be completed prior to student teaching.

• 9 semester credits English (written and oral communications, and literature)

• 6 semester credits Math (at least College Algebra)

• 9 semester credits Social Sciences (includes U.S. History, World Civilization and Cultural Diversity)

• 6 semester credits Science (Physical, Biological, Earth/Space science)
• As a concentration, students must have at least 12 semester credits in one of the content areas below. These 12 semester credits can include the credits used to satisfy the requirements above:
  • English (written and oral communications, and literature)
  • Math (at least College Algebra)
  • Social Sciences (includes U.S. History, World Civilization and Cultural Diversity)
  • Science (Physical, Biological, and Earth/Space science)
• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments

**Candidate Status for the MAED/TED-E**
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted must meet the requirements for Candidate Status Level 1.
• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  • Demonstration of basic skills proficiency
  • Verification of fingerprint clearance
Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Degree Completion Requirements for the MAED/TED-E**
• Completion of a minimum of 47 credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
• Completion of e-portfolio.

• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The diploma awarded for this program will read as: Master of Arts in Education Elementary Teacher Education

**Academic Progression Requirements for the MAED/TED-E**
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
• Immunization or TB test results (District specific)
• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
• Students enrolled in Indiana campus must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements prior to student teaching.
• Verification of the completion of 100 hours of field experience. Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

**Minimum Grade Requirements for the MAED/TED-E**
• A candidate must earn a grade of "B" (grades of "I" or "B-") are not accepted) or better in the following courses in order to student teach: ELM 598, ELM 599
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**Institutional Recommendation for the MAED/TED-E**
• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency.
• Indiana candidates must provide verification of current CPR/AED/Heimlich certification prior to being recommended for their credential.
• Indiana candidates must complete a basic or in-service course of education and training on suicide prevention and the recognition of signs that a student may be considering suicide prior to receiving an initial teaching license.

**Residency Requirements and Course Waivers for the MAED/TED-E**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally accredited, TED-E Residency Requirements and Course Waivers for the MAED/TED-E

University of Phoenix, 2013-2014

**Residency Requirements and Course Waivers for the MAED/TED-E**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTÉ 518, MTE 522, MTE 533, RDG 537, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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</table>

**Field Experience for the MAED/TED-E**

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

**Student Teaching for the MAED/TED-E**

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
• Student teaching can only be repeated one time.
• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
• Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
• Candidates in the MAED/TED program may not student teach in special education.
• MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Course Descriptions for the MAED/TED-E

MTE 507 ....................................................................................0 credits

Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 ....................................................................................1 credit

Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501 ....................................................................................2 credits

The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

MTE 518 ....................................................................................3 credits

Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 522 ....................................................................................3 credits

Maintaining an Effective Learning Climate for Elementary Settings
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 506 ....................................................................................2 credits

Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 562 ....................................................................................3 credits

Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

RDG 537 ....................................................................................4 credits

Curriculum Constructs & Assessment: Reading and Language Arts
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

MTE 536 ....................................................................................3 credits

Children’s Literature
This course will examine the use of children’s literature in the elementary school classroom. Various genres will be studied, as well as the application of children’s literature to instruction and assessment in reading. Methods for incorporating the use of children’s literature in all content areas will also be examined.

RDG 535 ....................................................................................3 credits

Diagnosis & Remediation of Reading Difficulties
This course addresses instructional reading or language arts strategies, student activities, and resources that can be utilized, based on students’ contextual information and assessment results. It provides foundational information about stages of reading, factors that impact reading ability, and the nature of reading difficulties. This information serves as a context for learning about the administration and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final case study report and intervention plan is developed based on student data provided.

MTE 531 ....................................................................................2 credits

Curriculum Constructs & Assessment: History and Social Science
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.
MTE 533 ................................................................. 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 ................................................................. 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 537 ................................................................. 2 credits
Curriculum Constructs & Assessment: Physical Education and Health
This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.

ELM 598 ................................................................. 4 credits
Elementary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

ELM 599 ................................................................. 4 credits
Elementary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MTE 553 ................................................................. 3 credits
Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multicultural curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 514 ................................................................. 2 credits
Survey of Special Populations
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
Master of Arts in Education/Secondary Teacher Education (Indiana)

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-s.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

<table>
<thead>
<tr>
<th>Orientation, 0 total credits</th>
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<tbody>
<tr>
<td>MTE 507 .......................... 0 credits</td>
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<tr>
<td>Orientation to Teacher Education</td>
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<tr>
<th>Introductory Course, 1 total credit</th>
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<tbody>
<tr>
<td>COM 516 ............................ 1 credits</td>
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<tr>
<td>Professional Communications</td>
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<tr>
<th>Foundations of Education, 2 total credits</th>
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<tbody>
<tr>
<td>MTE 501 ............................. 2 credits</td>
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<tr>
<td>The Art and Science of Teaching</td>
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<thead>
<tr>
<th>Educational Theories and Models, 6 total credits</th>
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</thead>
<tbody>
<tr>
<td>SEC 508 ............................... 3 credits</td>
</tr>
<tr>
<td>Models, Theories and Strategies for Secondary Education</td>
</tr>
<tr>
<td>MTE 523 ............................... 3 credits</td>
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<tr>
<td>Maintaining an Effective Learning Climate</td>
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<thead>
<tr>
<th>Human Development, 2 total credits</th>
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<tbody>
<tr>
<td>MTE 506 ............................. 2 credits</td>
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<tr>
<td>Child and Adolescent Development</td>
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<thead>
<tr>
<th>Assessment, 3 total credits</th>
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<tbody>
<tr>
<td>MTE 562 ............................ 3 credits</td>
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<tr>
<td>Assessment and Evaluation</td>
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<thead>
<tr>
<th>Secondary Reading, 3 total credits</th>
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</thead>
<tbody>
<tr>
<td>RDG 542 ............................. 3 credits</td>
</tr>
<tr>
<td>Curriculum Constructs &amp; Assessment: Reading Methods for Secondary Settings</td>
</tr>
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<thead>
<tr>
<th>Special Populations, 5 total credits</th>
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</thead>
<tbody>
<tr>
<td>MTE 553 ............................... 3 credits</td>
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<tr>
<td>Instruction and Assessment of English Language Learners</td>
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<tr>
<td>SPE 514 ............................... 2 credits</td>
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<tr>
<td>Survey of Special Populations</td>
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<table>
<thead>
<tr>
<th>Secondary Methods and Assessment, 3 total credits</th>
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<tbody>
<tr>
<td>MTE 564 ............................... 3 credits</td>
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<tr>
<td>Curriculum Constructs and Assessment: Secondary Math</td>
</tr>
<tr>
<td>MTE 566 ............................... 3 credits</td>
</tr>
<tr>
<td>Curriculum Constructs &amp; Assessment: Secondary English/Language Arts</td>
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<tr>
<td>MTE 567 ............................... 3 credits</td>
</tr>
<tr>
<td>Curriculum Constructs &amp; Assessment: Secondary History/Social Science</td>
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<tr>
<td>MTE 569 ............................... 3 credits</td>
</tr>
<tr>
<td>Curriculum Constructs and Assessment: Secondary Science</td>
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<tr>
<td>MTE 543 ............................... 3 credits</td>
</tr>
<tr>
<td>Curriculum Constructs &amp; Assessment: Secondary Visual &amp; Performing Arts</td>
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<tr>
<td>MTE 551 ............................... 3 credits</td>
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<tr>
<td>Curriculum Constructs and Assessment: Physical Education</td>
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<tr>
<td>MTE 560 ............................... 3 credits</td>
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<tr>
<td>Curriculum Constructs &amp; Assessment: Secondary Health Science</td>
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<tr>
<td>MTE 580 ............................... 3 credits</td>
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<tr>
<td>Curriculum Constructs and Assessment: Secondary Business &amp; Marketing</td>
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<tr>
<td>MTE 570 ............................... 3 credits</td>
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<tr>
<td>Curriculum Constructs and Assessment: Global Languages</td>
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<tr>
<th>Secondary Elective, 3 total credits</th>
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<tbody>
<tr>
<td>MTE 556 ............................... 3 credits</td>
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<tr>
<td>Curriculum Constructs &amp; Assessment: Distance Education Methods for Secondary Schools</td>
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<tr>
<td>MTE 557 ............................... 3 credits</td>
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<tr>
<td>Language Development for Secondary Settings</td>
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<tr>
<td>MAT 504 ............................... 3 credits</td>
</tr>
<tr>
<td>Adolescent Psychology</td>
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<tr>
<td>MAT 538 ............................... 3 credits</td>
</tr>
<tr>
<td>Middle School Foundations and Philosophy</td>
</tr>
<tr>
<td>CMP 521 ............................... 3 credits</td>
</tr>
<tr>
<td>Using Computers in Education</td>
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<table>
<thead>
<tr>
<th>Student Teaching &amp; Field Experience, 8 total credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 598 ............................... 4 credits</td>
</tr>
<tr>
<td>Secondary Student Teaching Part A</td>
</tr>
<tr>
<td>SEC 599 ............................... 4 credits</td>
</tr>
<tr>
<td>Secondary Student Teaching Part B</td>
</tr>
<tr>
<td>The University reserves the right to modify the required course of Study.</td>
</tr>
</tbody>
</table>

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Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students enrolled in the MAED/TED-S program and residing in the state of Indiana must provide transcripted verification of a content-area major listed below (or the equivalent of 32 semester credit hours in one of the major areas) prior to admission to the University. Upon admission, students must have completed all but six (6) semester or nine (9) quarter credit hours in a content-area major. These additional six (6) semester or nine (9) quarter credits must be completed prior to student teaching. Acceptable content-area majors include:
  - Mathematics
  - Science (Biology or Chemistry or Physics or Earth/Space Science)
  - Social Studies (Political Science or History or Geography or Economics or Sociology or Psychology)
  - English (equivalent must include written and oral communications and literature)
  - Health
  - Physical Education
  - Fine Arts
  - Business Education
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-S

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-S

- Completion of a minimum of 36 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Secondary Teacher Education
Academic Progression Requirements for the MAED/TED-S

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Students enrolled in Indiana campus must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements prior to student teaching.
- Verification of the completion of 100 hours of field experience. Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-S

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 599
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/TED-S

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency.
- Indiana candidates must provide verification of current CPR/AED/Heimlich certification prior to being recommended for their credential.
- Indiana candidates must complete a basic or in-service course of education and training on suicide prevention and the recognition of signs that a student may be considering suicide prior to receiving an initial teaching license.

Residency Requirements and Course Waivers for the MAED/TED-S

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 564, MTE 566, MTE 567, MTE 569, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

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<tr>
<th>Program</th>
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<tr>
<td>MAED/TED-E &amp; S</td>
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Field Experience for the MAED/TED-S

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.
Student Teaching for the MAED/TED-S

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Course Descriptions for the MAED/TED-S

MTE 507 ................................................................................... 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements, Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 .................................................................................... 1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501 ................................................................................... 2 credits
The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

SEC 508 .................................................................................... 3 credits
Models, Theories and Strategies for Secondary Education
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
MTE 523...................................................................................3 credits

**Maintaining an Effective Learning Climate**

This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs. MTE 506 ................................................................. 2 credits

**Child and Adolescent Development**

This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined. MTE 562 ................................................................. 3 credits

**Assessment and Evaluation**

This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored. RDG 542 ................................................................. 3 credits

**Curriculum Constructs and Assessment: Reading Methods for Secondary Settings**

This course focuses on the most current research, theory, and methods of teaching literacy, in particular, reading, writing, and technological literacy, in the content areas at the secondary level. Various instructional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th-grade setting, is incorporated into the course requirements. MTE 553 ................................................................. 3 credits

**Instruction and Assessment of English Language Learners**

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English. SPE 514 ................................................................. 2 credits

**Survey of Special Populations**

This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

MTE 564 ...................................................................................3 credits

**Curriculum Constructs and Assessment: Secondary Math**

This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction. MTE 566 ...................................................................................3 credits

**Curriculum Constructs & Assessment: Secondary English/ Language Arts**

This course explores the application of basic instructional methods to the content area of English/language arts in middle level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations. MTE 567 ...................................................................................3 credits

**Curriculum Constructs & Assessment: Secondary History/ Social Science**

This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations. MTE 569 ...................................................................................3 credits

**Curriculum Constructs and Assessment: Secondary Science**

This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
MTE 543 ................................................................................... 3 credits
Curriculum Constructs & Assessment: Secondary Visual & Performing Arts
This course explores the application of basic instructional methods to the content areas and strategies of teaching the visual and performing arts in middle school and high school. Participants identify the educational needs of secondary students by exploring current instructional theory, National and state standards, assessment practices, and social issues that impact the arts in the classroom. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills as they relate to visual and performing arts instruction.

MTE 551 ................................................................................... 3 credits
Curriculum Constructs and Assessment: Physical Education
This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction.

MTE 560 ................................................................................... 3 credits
Curriculum Constructs & Assessment: Secondary Health Science
This course explores the application of instructional methods to the content area of Health Science in middle school and high school settings. Participants explore the contexts of societal issues, and of state, local, and national standards for the teaching of health science. They also examine current instructional theory, models, and strategies as they relate to instruction, assessment, and accountability. The course helps prospective educators to identify the educational needs of middle level and secondary students, and to develop skills in selecting and adapting delivery methods, external resources, and behavior management plans for diverse students.

MTE 580 ................................................................................... 3 credits
Curriculum Constructs and Assessment: Secondary Business & Marketing
This course focuses on instruction and assessment strategies to provide secondary students background and knowledge in business/marketing content and careers, employment and workplace skills, applied academics, and leadership skills through participation in career and technical student organizations (CTSOs). This course will provide teacher candidates the opportunity to develop the ability to evaluate and use appropriate instructional methods, curricular materials and resources, and assessment strategies.

MTE 570 ................................................................................... 3 credits
Curriculum Constructs and Assessment: Global Languages
This course explores the application of basic instructional methods to the content area of Global Languages in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and cultural issues in the teaching of foreign languages. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 556 ................................................................................... 3 credits
Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools
This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.

MTE 557 ................................................................................... 3 credits
Language Development for Secondary Settings
This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.
MAT 504 ................................................................. 3 credits
Adolescent Psychology
This course provides an overview of adolescent development, including the biological, cognitive, and social changes during the period between childhood and adulthood. The psychosocial developmental period is explored, and current trends and methods of teaching and learning in a middle school are examined and practiced. Previous course description: This course covers adolescent psychology from a historical perspective to present day societal influences and pressures. Current trends and methods of learning in adolescent education will also be covered.

MAT 538 ................................................................. 3 credits
Middle School Foundations and Philosophy
This course examines middle level education. It evaluates the structure of middle schools and their characteristics, including curriculum, instruction, and learning in middle level education. It also addresses issues such as managing the middle level environment. Students in this course will demonstrate knowledge through application, analysis, and observation of middle level environments. Previous description: This is a draft of the description. This course examines the junior high and middle school. The course will evaluate the unique characteristics of the adolescent, diversity among middle school students, structures of middle school, and curriculum and instruction.

CMF 521 ................................................................. 3 credits
Using Computers in Education
This course will examine how emerging technology can affect the classroom teacher, school administrator, school board member, students, and parents. Students will explore how technology has impacted curriculum, instructional design, and educational standards. Equity issues and the consequences to students who lack technological skills and knowledge will be the focal point of discussion. Students will get hands-on, interactive experience using a variety of media and technologies to prepare teaching materials, develop curriculum, and deliver instruction.

SEC 598 ................................................................. 4 credits
Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SEC 599 ................................................................. 4 credits
Secondary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

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Master of Arts in Education/Elementary Teacher Education (California)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

Courses requiring prerequisites are identified by an ~ symbol following the course number.

Program Category Requirements and Course Selections
Orientation, 0 total credits
MTE 507CA ........................................................... 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 .............................................................. 1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ ............................................................. 2 credits
The Art and Science of Teaching

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Educational Theories and Models, 6 total credits
MTE 518CA ~............................................................................... 3 credits
Models, Theories, and Instructional Strategies
MTE 522CA ................................................................................... 3 credits
Maintaining an Effective Learning Climate for Elementary Settings
Human Development, 2 total credits
MTE 506 ~................................................................................... 2 credits
Child and Adolescent Development
Assessment, 3 total credits
MTE 562 ~................................................................................... 3 credits
Assessment and Evaluation
Reading, 4 total credits
RDG 537CA ~ ............................................................................. 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts
Special Populations, 5 total credits
ELL 500 .................................................................................... 3 credits
Instructional Methods for English Language Learners
SPE 514CA ................................................................................... 2 credits
Survey of Special Populations
Elementary Methods and Assessment, 10 total credits
MTE 531 ................................................................................... 2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 533CA ................................................................................... 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534 ................................................................................... 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 537 ................................................................................... 2 credits
Curriculum Constructs & Assessment: Physical Education and Health
Student Teaching, 8 total credits
ELM 590 ~................................................................................... 4 credits
Elementary Student Teaching Part A
ELM 595 ~................................................................................... 4 credits
Elementary Student Teaching Part B
The University reserves the right to modify the Required Course of Study.
Teacher Performance Assessment, 2 total credits
TPA 001 ~.................................................................................... 1 credit
Subject Specific Pedagogy
TPA 002 ~.................................................................................... 1 credit
Designing Instruction
The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TED-E
All applicants are expected to meet the following admissions requirements:
• Students enrolled in this program must have an undergraduate or graduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
• All California residents (Online and Local) must enroll in this version. Candidates in the MAED/TED-E and MAED/TED-S programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-E
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling. Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1. Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
• Demonstration of basic skills proficiency
  • Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state’s cut score.
  • Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam.
  • Students enrolled in MAED/TED-E must pass all sections of the CSET: Multiple Subjects examination plus the additional CSET: Writing Skills examination will have met the basic skills requirement and will not need to pass the CBEST.
• Verification of Certificate of Clearance
• Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  • The candidate provides evidence of having passed the appropriate subject matter examination(s).
  • The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  • The candidate provides evidence of registration for the next scheduled examination.
  • The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  • The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
• TB test results (District specific)

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-E

• Completion of a minimum of 43 credits.
• A minimum grade point average (GPA) of 3.0.
• Students must pass all four Teacher Performance Assessments (TPA).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (100 hours).
To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The diploma awarded for this program will read as: Master of Arts in Education Elementary Teacher Education

Academic Progression Requirements for the MAED/TED-E

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
• Verification of the completion of 100 hours of field experience
Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.
California students must pass the following courses: TPA 001 and TPA 002 prior to beginning their student teaching experience.
Candidates enrolled in MAED/TED-E and S must receive passing scores on the following assessments: TPA 1 Subject-specific Pedagogy and TPA 2 Designing Instruction prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

Transfer Requirements for the MAED/TED-E

Transfer of non-California specific coursework
California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) coursework as identified in the list below. COM 516 is not included in the 10 credits and does not need to be repeated.

The following non-California (CA) courses can be transferred into the California specific program:
• MTE 501 (2 credits)
• MTE 505 (3 credits) or MTE 506 (2 credits)
• MTE 508 (3 credits) or MTE 509 (2 credits)

Minimum Grade Requirements for the MAED/TED-E

• A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: ELM 590, ELM 595
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/TED-E

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 590, ELM 595, MTE 507CA, MTE 518CA, MTE 522CA, MTE 533CA, RDG 537CA, SPE 514CA.
Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

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**Field Experience for the MAED/TED-E**

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

**Student Teaching for the MAED/TED-E**

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g., 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and pass CalTPA tasks 3 and 4. California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
- Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.
- Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

**Out of state Student Teaching**

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

**Institutional Recommendation for the MAED/TED-E**

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates in this program must pass the RICA exam.
• Candidates completing the California approved MAED/TED-E or S program must provide verification of current CPR certification prior to being recommended for their credential.
• Candidates must provide verification of U.S. Constitution coursework (with a grade of "C" or better), or exam as required by the state certification agency.

California Teaching Performance Assessment Policy
• Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
• Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to retake TPA 001 or TPA 002 courses if they have failed the corresponding assessment two times. This retake must be completed prior to the third attempt.
• Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.
• Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considered passing scores.
• Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.
  TPA 1 and TPA 2 = 3 attempts
  TPA 3 and TPA 4 = 2 attempts
• Students who transfer into MAED/TEDCA E or S and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

California Intern Credential
Candidates in California may qualify for an intern credential in California while enrolled in the MAED/TED program. The California Commission has identified specific requirements for intern qualification.
• Candidates who qualify as an elementary or secondary intern must meet the requirements noted below and sign an intern checklist.
• Candidates who are seeking an Internship must also be advised of the Early Completion Option.
• Candidates must provide verification of each of the following requirements:
  • Passing score on CBEST
  • Passing score on appropriate CSET for intern placement
  • Completion of a Bachelors degree from a regionally accredited institution
  • Letter of Intent to Hire
  • Signed Internship Agreement
  • Certificate of Clearance
• Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
• US Constitution (units or exam)
• Verification of TB results
• Dispositions Assessments (Self-Evaluation Dispositions Rubric and Personal Assessment Interview)
• Completion of the following coursework: MTE 506, MTE 507CA, MTE 518CA, ELL 500, MTE 522CA, RDG 537CA or RDG 542CA.
• If an intern candidate is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.
• Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.

California Early Completion Option
California residents may qualify, per state Commission requirements, for the early completion option. This allows candidates to complete only the supervised student teaching component and teaching performance assessment.
Candidates who qualify for the early completion option must take TPA 001 and TPA 002, Student Teaching Seminars A & B and successfully complete the Teaching Performance Assessments 1, 2, 3 and 4. Candidates do not waive course work in MAED/TED and are not earning an MAED/TED degree.

Course Descriptions for the MAED/TED-E
MTE 502CA ................................................................. 0 credits
  Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
COM 516 ................................................................................. 1 credit
  Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
MTE 501 ................................................................................. 2 credits
  The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
MTE 518CA ................................................................. 3 credits
Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 522CA ................................................................. 3 credits
Maintaining an Effective Learning Climate for Elementary Settings
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 506 ................................................................. 2 credits
Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 562 ................................................................. 3 credits
Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

RDG 537CA ............................................................. 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts
This course focuses on the design and delivery of a comprehensive reading/language arts program of systematic instruction in reading, writing, listening, and speaking in multiple subject classrooms. Emphasis is placed on instructional planning, design, delivery and assessment as well as universal access and differentiated instruction. Candidates use this knowledge to prepare an integrated unit of instruction. Guided field experience, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

ELL 500 ................................................................. 3 credits
Instructional Methods for English Language Learners
This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 514CA ............................................................. 2 credits
Survey of Special Populations
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

MTE 531 ................................................................. 2 credits
Curriculum Constructs & Assessment: History and Social Science
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 533CA ............................................................. 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
This course defines and provides a context for teaching and assessing K-8 students in the areas of science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 ................................................................. 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 537 ................................................................. 2 credits
Curriculum Constructs & Assessment: Physical Education and Health
This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on scope, sequence, and state and national standards. This course will include framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course will also include framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas will be explored.
Master of Arts in Education/Teacher Education Middle Level Generalist (Texas)

The following Master of Arts in Education/Teacher Education Middle Level Generalist (MAED/TEDMG) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Teacher Education Middle Level Generalist (MAED/TEDMG) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDMG program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on middle level student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-tedmg.

Courses requiring prerequisites are identified by a ~ symbol following the course number.
Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507 ................................................................................... 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 .................................................................................... 1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 .................................................................................. 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
MTE 518 .................................................................................. 3 credits
Models, Theories, and Instructional Strategies
MTE 523 .................................................................................. 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits
MTE 506 .................................................................................. 2 credits
Child and Adolescent Development

Reading, 4 total credits
RDG 532 .................................................................................. 4 credits
Curriculum Constructs and Assessment: English Language Arts and Reading 4-8

Special Populations, 5 total credits
MTE 553 .................................................................................. 3 credits
Instruction and Assessment of English Language Learners
SPE 514 .................................................................................. 2 credits
Survey of Special Populations

Methods and Assessment, 9 total credits
MTE 531 .................................................................................. 2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 533 .................................................................................. 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 562 .................................................................................. 3 credits
Assessment and Evaluation

Student Teaching, 8 total credits
MTE 586 .................................................................................. 4 credits
Student Teaching Part A
MTE 587 .................................................................................. 4 credits
Student Teaching Part B

The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TEDMG

All applicants are expected to meet the following admissions requirements:
• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
• Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.

Candidacy Status for the MAED/TEDMG

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  • Demonstration of basic skills proficiency
  • Verification of fingerprint clearance
  • Successful completion of the Oral Language Proficiency Assessment.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.
Degree Completion Requirements for the MAED/TEDMG

• Completion of a minimum of 37 credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The diploma awarded for this program will read as: Master of Arts in Education Teacher Education - Middle Level Generalist

Academic Progression Requirements for the MAED/TEDMG

Candidates must provide verification of content knowledge mastery prior to beginning their student teaching experience. Candidates must provide:

• Verification of completion of six (6) or more clock hours of content test preparation which is not embedded in other curriculum. This may be in the form of CEU or for-credit preparation.
• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
• Some schools/districts may require candidates to provide verification of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.
• Verification of the completion of 100 hours of field experience Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TEDMG

• A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: MTE 586, MTE 587
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/TEDMG

• Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.
• In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  • The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  • The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 518, MTE 523, MTE 533, MTE 586, MTE 587, RDG 532, SPE 514

Field Experience for the MAED/TEDMG

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of development levels from birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TEDMG

• Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
• Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
• Student teaching can only be repeated one time.
• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.

• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.

• Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either a middle level generalist, middle level (content specific), or secondary (content specific) setting based on their program specialization.

• Candidates in the MAED/TED program may not student teach in special education.

• MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing, can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.

• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

• Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.

• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TEDMG

• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).

• Upon completion, candidates must complete a University of Phoenix Certificate Application in order to receive a certificate and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

• Candidates must pass their state-mandated professional knowledge exam.

• Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

Course Descriptions for the MAED/TEDMG

MTE 507 ................................................................. 0 credits

Orientation to Teacher Education

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 .............................................................. 1 credit

Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501 ............................................................ 2 credits

The Art and Science of Teaching

This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

MTE 518 ............................................................ 3 credits

Models, Theories, and Instructional Strategies

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 523 ............................................................ 3 credits

Maintaining an Effective Learning Climate

This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 506 ............................................................ 2 credits

Child and Adolescent Development

This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
RDG 532 ................................................................................... 4 credits  
Curriculum Constructs and Assessment: English Language Arts and Reading 4-8  
This course focuses on the knowledge, skills, texts, and instructional settings that are unique to students in grades 4-8. It emphasizes best practices in the instruction and in the assessment of oral language, word study, vocabulary, comprehension, fluency, research and study skills, writing, viewing and presenting/representing. Varied strategies for developing critical thinking, reading, and writing skills that facilitate learning in content areas are explored. Differentiating instruction is examined as a means of addressing the diverse cultures, strengths, and needs of students in 4-8 classrooms.

MTE 553 ................................................................................... 3 credits  
Instruction and Assessment of English Language Learners  
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multilingual curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 514 .................................................................................... 2 credits  
Survey of Special Populations  
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

MTE 531 .................................................................................. 2 credits  
Curriculum Constructs & Assessment: History and Social Science  
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 533 .................................................................................. 4 credits  
Curriculum Constructs & Assessment: Science and Mathematics  
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 562 .................................................................................. 3 credits  
Assessment and Evaluation  
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

MTE 586 .................................................................................. 4 credits  
Student Teaching Part A  
This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MTE 587 .................................................................................. 4 credits  
Student Teaching Part B  
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
Master of Arts in Education/Teacher Education Middle Level Mathematics (Texas)

The following Master of Arts in Education/Teacher Education Middle Level Mathematics (MAED/TEDMM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depends on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Teacher Education Middle Level Mathematics (MAED/TEDMM) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDMM program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on middle level student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/ programs/maed-tedmm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits

MTE 507 ................................................................................... 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 ................................................................................... 1 credit
Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ ................................................................................... 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits

MTE 518 ~ ................................................................................... 3 credits
Models, Theories, and Instructional Strategies
MTE 523 ................................................................................... 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ ................................................................................... 2 credits
Child and Adolescent Development

Reading, 4 total credits

RDG 532 ~ ................................................................................... 4 credits
Curriculum Constructs and Assessment: English Language Arts and Reading 4-8

Special Populations, 5 total credits

MTE 533 ................................................................................... 3 credits
Instruction and Assessment of English Language Learners
SPE 514 ................................................................................... 2 credits
Survey of Special Populations

Methods and Assessment, 7 total credits

MTE 533 ................................................................................... 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 562 ~ ................................................................................... 3 credits
Assessment and Evaluation

Middle Level Elective, 3 total credits

MTE 564 ................................................................................... 3 credits
Curriculum Constructs and Assessment: Secondary Math

Student Teaching, 8 total credits

MTE 586 ................................................................................... 4 credits
Student Teaching Part A
MTE 587 ~ ................................................................................... 4 credits
Student Teaching Part B

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/TEDMM

All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

• Students in the MAED/TEDMM-Middle Level Mathematics program must have preparation in the Mathematics field by verification of at least 24 semester hours. Of those 24 semester hours, 12 semester hours must be at the upper division level.

• Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.
Candidacy Status for the MAED/TEDMM
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in I55 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance
  - Successful completion of the Oral Language Proficiency Assessment.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TEDMM
- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Teacher Education - Middle Level Mathematics

Academic Progression Requirements for the MAED/TEDMM
Candidates must provide verification of content knowledge mastery prior to beginning their student teaching experience. Candidates must provide:

- Verification of completion of six (6) or more clock hours of content test preparation which is not embedded in other curriculum. This may be in the form of CEU or for-credit preparation.
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Some schools/districts may require candidates to provide verification of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.
- Verification of the completion of 100 hours of field experience Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TEDMM
- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: MTE 586, MTE 587
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/TEDMM
- Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 518, MTE 523, MTE 533, MTE 564, MTE 586, MTE 587, RDG 532, SPE 514

Field Experience for the MAED/TEDMM
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of development levels from birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.
Student Teaching for the MAED/TEDMM

- Candidates must earn a "B" or better in Student Teaching.
- Candidates must take Student Teaching Part A & B concurrently.
- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

- Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TEDMM

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix Certificate Application in order to receive a certificate and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

Course Descriptions for the MAED/TEDMM

MTE 507 ................................................................. 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 .............................................................. 1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501 .............................................................. 2 credits
The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 523 ...................................................................................3 credits

Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 506 ....................................................................................2 credits

Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

RDG 532 ....................................................................................4 credits

Curriculum Constructs and Assessment: English Language Arts and Reading 4-8
This course focuses on the knowledge, skills, texts, and instructional settings that are unique to students in grades 4-8. It emphasizes best practices in the instruction and assessment of oral language, word study, vocabulary, comprehension, fluency, research and study skills, writing, viewing and presenting/representing. Varied strategies for developing critical thinking, reading, and writing skills that facilitate learning in content areas are explored. Differentiating instruction is examined as a means of addressing the diverse cultures, strengths, and needs of students in 4-8 classrooms.

MTE 553 ....................................................................................3 credits

Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 514 ....................................................................................2 credits

Survey of Special Populations
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

MTE 553 ....................................................................................4 credits

Curriculum Constructs & Assessment: Science and Mathematics
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 562 ....................................................................................3 credits

Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

MTE 564 ....................................................................................4 credits

Curriculum Constructs and Assessment: Secondary Math
This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

MTE 586 ....................................................................................4 credits

Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MTE 587 ....................................................................................4 credits

Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
Master of Arts in Education/Teacher Education Middle Level Science (Texas)

The following Master of Arts in Education/Teacher Education Middle Level Science (MAED/TEDMS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depends on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Teacher Education Middle Level Science (MAED/TEDMS) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDMS program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on middle level student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-tedms.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507 ................................................................................... 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 ................................................................................... 1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ ............................................................................... 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
MTE 518 ~ ............................................................................... 3 credits
Models, Theories, and Instructional Strategies
MTE 523 ................................................................................... 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits
MTE 506 ~ ............................................................................... 2 credits
Child and Adolescent Development

Reading, 4 total credits
RDG 532 ................................................................................... 4 credits
Curriculum Constructs and Assessment: English Language Arts and Reading 4-8

Special Populations, 5 total credits
MTE 553 ................................................................................... 3 credits
Instruction and Assessment of English Language Learners
SPE 514 ................................................................................... 2 credits
Survey of Special Populations

Methods and Assessment, 7 total credits
MTE 533 ................................................................................... 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 562 ~ ............................................................................... 3 credits
Assessment and Evaluation

Middle Level Elective, 3 total credits
MTE 569 ................................................................................... 3 credits
Curriculum Constructs and Assessment: Secondary Science

Student Teaching, 8 total credits
MTE 586 ................................................................................... 4 credits
Student Teaching Part A
MTE 587 ~ ............................................................................... 4 credits
Student Teaching Part B

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/TEDMS

All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

• Students in the MAED/TEDMS-Middle Level Science program must have preparation in the Science field by verification of at least 24 semester hours. Of those 24 semester hours, 12 semester hours must be at the upper division level.

• Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.
Candidacy Status for the MAED/TEDMS

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted must meet the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance
  - Successful completion of the Oral Language Proficiency Assessment.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TEDMS

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet additional requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Teacher Education - Middle Level Science

Academic Progression Requirements for the MAED/TEDMS

Candidates must provide verification of content knowledge mastery prior to beginning their student teaching experience. Candidates must provide:

- Verification of completion of six (6) or more clock hours of content test preparation which is not embedded in other curriculum. This may be in the form of CEU or for-credit preparation.
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Some schools/districts may require candidates to provide verification of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.
- Verification of the completion of 100 hours of field experience Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TEDMS

- A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/TEDMS

- Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 518, MTE 523, MTE 533, MTE 569, MTE 586, MTE 587, RDG 532, SPE 514

Field Experience for the MAED/TEDMS

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of development levels from birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.
Student Teaching for the MAED/TEDMS

- Candidates must earn a "B" or better in Student Teaching.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either a middle level generalist, middle level (content specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing, can 'student teach' or validate in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

- Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TEDMS

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix Certificate Application in order to receive a certificate and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

Course Descriptions for the MAED/TEDMS

MTE 507 ............................................................. 0 credits

Orientation to Teacher Education

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 ............................................................. 1 credit

Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501 ............................................................. 2 credits

The Art and Science of Teaching

This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
MTE 518 ................................................................. 3 credits
Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
MTE 523 ................................................................. 3 credits

Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 506 ................................................................. 2 credits

Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
RDG 532 ................................................................. 4 credits

Curriculum Constructs and Assessment: English Language Arts and Reading 4-8
This course focuses on the knowledge, skills, texts, and instructional settings that are unique to students in grades 4-8. It emphasizes best practices in the instruction and in the assessment of oral language, word study, vocabulary, comprehension, fluency, research and study skills, writing, viewing and presenting representing. Varied strategies for developing critical thinking, reading, and writing skills that facilitate learning in content areas are explored. Differentiating instruction is examined as a means of addressing the diverse cultures, strengths, and needs of students in 4-8 classrooms.
MTE 553 ................................................................. 3 credits

Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
SPE 514 ................................................................. 2 credits

Survey of Special Populations
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
MTE 533 ................................................................. 4 credits

Curriculum Constructs & Assessment: Science and Mathematics
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.
MTE 562 ................................................................. 3 credits

Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.
MTE 569 ................................................................. 3 credits

Curriculum Constructs and Assessment: Secondary Science
This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
MTE 586 ................................................................. 4 credits

Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
MTE 587 ................................................................. 4 credits

Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
Master of Arts in Education/Teacher Education
Secondary Mathematics (Texas)

The following Master of Arts in Education/Teacher Education Secondary Mathematics (MAED/TEDSM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depends on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Teacher Education Secondary Mathematics (MAED/TEDSM) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDSM program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt total credits
Reading, 3 total credits
RDG 542 .......................................................... 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits
MTE 533 .......................................................... 3 credits
Instruction and Assessment of English Language Learners
SPE 514 .......................................................... 2 credits
Survey of Special Populations

Methods and Assessment, 6 total credits
MTE 562 .......................................................... 3 credits
Assessment and Evaluation
MTE 564 .......................................................... 3 credits
Curriculum Constructs and Assessment: Secondary Math

Secondary Elective, 3 total credits
EDD 520 .......................................................... 3 credits
Critical Issues in Education

Student Teaching, 8 total credits
SEC 598 .......................................................... 4 credits
Secondary Student Teaching Part A
SEC 599 .......................................................... 4 credits
Secondary Student Teaching Part B

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/TEDSM
All applicants are expected to meet the following admissions requirements:
• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
• Students in the MAED/TEDSM-Secondary Mathematics program must have preparation in the Mathematics field by verification of at least 24 semester hours. Of those 24 semester hours, 12 semester hours must be at the upper division level.
• Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.
Candidacy Status for the MAED/TEDSM

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance
  - Successful completion of the Oral Language Proficiency Assessment.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TEDSM

- Completion of a minimum of 36 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 564, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

Field Experience for the MAED/TEDSM

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of development levels from birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.
Student Teaching for the MAED/TEDSM

- Candidates must earn a "B" or better in Student Teaching.
- Candidates must take Student Teaching Part A & B concurrently.
- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must complete Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Candidates must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

- Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TEDSM

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix Certificate Application in order to receive a certificate and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

Course Descriptions for the MAED/TEDSM

MTE 507 ................................................................. 0 credits
Orientation to Teacher Education

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 ............................................................... 1 credit
Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501 ............................................................... 2 credits
The Art and Science of Teaching

This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
Models, Theories and Strategies for Secondary Education

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 523 ................................................................. 3 credits

Maintaining an Effective Learning Climate

This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 506 ................................................................. 2 credits

Child and Adolescent Development

This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decision making in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

RDG 542 ................................................................. 3 credits

Curriculum Constructs and Assessment: Reading Methods for Secondary Settings

This course focuses on the most current research, theory, and methods of teaching literacy, in particular, reading, writing, and technological literacy, in the content areas at the secondary level. Various institutional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th grade setting, is incorporated into the course requirements.

MTE 553 ................................................................. 3 credits

Instruction and Assessment of English Language Learners

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 514 ................................................................. 2 credits

Survey of Special Populations

This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

MTE 562 ................................................................. 3 credits

Assessment and Evaluation

This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

MTE 564 ................................................................. 3 credits

Curriculum Constructs and Assessment: Secondary Math

This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

SEC 598 ................................................................. 4 credits

Secondary Student Teaching Part A

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SEC 599 ................................................................. 4 credits

Secondary Student Teaching Part B

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
Master of Arts in Education/Teacher Education Secondary Science (Texas)

The following Master of Arts in Education/Teacher Education Secondary Science MAED/TEDSS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Teacher Education Secondary Science (MAED/TEDSS) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDSS program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator's responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student's professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-tedss.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507 ................................................................. 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 ................................................................... 1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ .............................................................. 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
SEC 508 ................................................................. 3 credits
Models, Theories, and Strategies for Secondary Education
MTE 523 ................................................................ 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits
MTE 506 ~ .............................................................. 2 credits
Child and Adolescent Development

Reading, 3 total credits
RDG 542 ................................................................. 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits
MTE 533 ................................................................. 3 credits
Instruction and Assessment of English Language Learners
SPE 514 ................................................................. 2 credits
Survey of Special Populations

Methods and Assessment, 6 total credits
MTE 562 ~ .............................................................. 3 credits
Assessment and Evaluation
MTE 569 ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Science

Secondary Elective, 3 total credits
EDD 520 ................................................................. 3 credits
Critical Issues in Education

Student Teaching, 8 total credits
SEC 598 ................................................................. 4 credits
Secondary Student Teaching Part A
SEC 599 ~ .............................................................. 4 credits
Secondary Student Teaching Part B

The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TEDSS

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- Students in the MAED/TEDSS-Secondary Science program must have preparation in the Science field by verification of at least 24 semester hours. Of those 24 semester hours, 12 semester hours must be at the upper division level.
- Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.
Candidacy Status for the MAED/TEDSS

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file:
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance
  - Successful completion of the Oral Language Proficiency Assessment.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TEDSS

- Completion of a minimum of 36 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.

Minimum Grade Requirements for the MAED/TEDSS

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 599
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/TEDSS

- Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
  - The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 569, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

Field Experience for the MAED/TEDSS

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of development levels from birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.
Student Teaching for the MAED/TEDSS

- Candidates must earn a "B" or better in Student Teaching.
- Candidates must take Student Teaching Part A & B concurrently.
- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either a middle level generalist, middle level (content specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing, can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

- Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TEDSS

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix Certificate Application in order to receive a certificate and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

Course Descriptions for the MAED/TEDSS

MTE 507 ................................................................................... 0 credits

Orientation to Teacher Education

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed. COM 516 ................................................................................... 1 credit

Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
MTE 501: The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

SEC 508: Models, Theories and Strategies for Secondary Education
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 523: Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 506: Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

RDG 542: Curriculum Constructs & Assessment: Reading Methods for Secondary Settings
This course focuses on the most current research, theory, and methods of teaching literacy, in particular, reading, writing, and technological literacy, in the content areas at the secondary level. Various institutional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th grade setting, is incorporated into the course requirements.

MTE 553: Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 514: Survey of Special Populations
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

MTE 562: Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

MTE 569: Curriculum Constructs and Assessment: Secondary Science
This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

SEC 598: Secondary Student Teaching Part A
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
Master of Arts in Education/Secondary Teacher Education (California)

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/maed-ted-s.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits
- MTE 507CA ~ ........................................................................ 0 credits
  Orientation to Teacher Education

Introductory Course, 1 total credit
- COM 516 ........................................................................ 1 credit
  Professional Communications

Foundations of Education, 2 total credits
- MTE 501 ~ ........................................................................ 2 credits
  The Art and Science of Teaching

Educational Theories and Models, 6 total credits
- SEC 508CA ~ ..................................................................... 3 credits
  Models, Theories, and Strategies for Secondary Education
- MTE 523CA ~ ..................................................................... 3 credits
  Maintaining an Effective Learning Climate

Human Development, 2 total credits
- MTE 506 ~ ........................................................................ 2 credits
  Child and Adolescent Development

Assessment, 3 total credits
- MTE 562 ~ ........................................................................ 3 credits
  Assessment and Evaluation

Secondary Reading, 3 total credits
- RDG 542CA ~ ..................................................................... 3 credits
  Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits
- ELL 500 ........................................................................ 3 credits
  Instructional Methods for English Language Learners
- SPE 514CA ~ ..................................................................... 2 credits
  Survey of Special Populations

Secondary Methods and Assessment, 3 total credits
- MTE 528CA ..................................................................... 3 credits
  Curriculum Constructs and Assessment: Visual Arts
- MTE 564CA ..................................................................... 3 credits
  Curriculum Constructs and Assessment: Secondary Math
- MTE 566CA ..................................................................... 3 credits
  Curriculum Constructs & Assessment: Secondary English/Language Arts
- MTE 567CA ..................................................................... 3 credits
  Curriculum Constructs & Assessment: Secondary History/Social Science
- MTE 569CA ..................................................................... 3 credits
  Curriculum Constructs and Assessment: Secondary Science
- MTE 551 ........................................................................ 3 credits
  Curriculum Constructs and Assessment: Physical Education

Secondary Elective, 2 total credits
- MTE 541CA ..................................................................... 2 credits
  Language Development for Secondary Settings

Student Teaching, 8 total credits
- SEC 590 ~ ......................................................................... 4 credits
  Secondary Student Teaching Part A
- SEC 595 ~ ......................................................................... 4 credits
  Secondary Student Teaching Part B

The University reserves the right to modify the Required Course of Study.

Teacher Performance Assessment, 2 total credits
- TPA 001 ~ ......................................................................... 1 credit
  Subject Specific Pedagogy
- TPA 002 ~ ......................................................................... 1 credit
  Designing Instruction

The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TED-S
All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate or graduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
• All California residents (Online and Local) must enroll in this version. Candidates in the MAED/TED-E and MAED/TED-S programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-S
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
• Demonstration of basic skills proficiency
  • Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state’s cut score.
  • Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam.
• Verification of Certificate of Clearance
• Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  • The candidate provides evidence of having passed the appropriate subject matter examination(s).
  • The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  • The candidate provides evidence of registration for the next scheduled examination.
  • The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  • The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
• TB test results (District specific)
Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-S
• Completion of a minimum of 37 credits.
• A minimum grade point average (GPA) of 3.0.
• Students must pass all four Teacher Performance Assessments (TPA).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (100 hours).
To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The diploma awarded for this program will read as: Master of Arts in Education Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
• Verification of the completion of 100 hours of field experience
Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.
California students must pass the following courses: TPA 001 and TPA 002 prior to beginning their student teaching experience.
Candidates enrolled in MAED/TED-E and S must receive passing scores on the following assessments: TPA 1 Subject-specific Pedagogy and TPA 2 Designing Instruction prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

Transfer Requirements for the MAED/TED-S
Transferring non-California specific coursework
California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) coursework as identified in the list below. COM 516 is not included in the 10 credits and does not need to be repeated.
The following non-California (CA) courses can be transferred into the California specific program:
• MTE 501 (2 credits)
• MTE 505 (3 credits) or MTE 506 (2 credits)
• MTE 508 (3 credits) or MTE 509 (2 credits)
Minimum Grade Requirements for the MAED/TED-S

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SEC 590, SEC 595.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/TED-S

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507CA, SEC 508CA, MTE 529CA, RDG 542CA, SPE 514CA, MTE 528CA, MTE 566CA, MTE 567CA, MTE 569CA, MTE 551, MTE 541CA, SEC 590, SEC 595.

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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</thead>
<tbody>
<tr>
<td>MAED/TED-E</td>
<td>MTE 501, MTE 501CA, MTE 506,</td>
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<tr>
<td></td>
<td>MTE 506CA, MTE 518, MTE 518CA</td>
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<tr>
<td>MAED/TED-S</td>
<td>MTE 501, MTE 506,</td>
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<tr>
<td></td>
<td>MTE 518, SEC 508CA</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

Field Experience for the MAED/TED-S

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-S

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and pass CalTPA tasks 3 and 4.
- California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
• Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.

• Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.

• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching
Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.

• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TED-S

• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).

• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

• Candidates must pass their state-mandated professional knowledge exam.

• Candidates in this program must pass the RICA exam.

• Candidates completing the California approved MAED/TED-E or S program must provide verification of current CPR certification prior to being recommended for their credential.

• Candidates must provide verification of U.S. Constitution coursework (with a grade of "C" or better), or exam as required by the state certification agency.

California Teaching Performance Assessment Policy

• Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

• Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to retake TPA 001 or TPA 002 courses if they have failed the corresponding assessment two times. This retake must be completed prior to the third attempt.

• Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.

• Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considered passing scores.

• Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.

TPA 1 and TPA2 = 3 attempts
TPA 3 and TPA4 = 2 attempts

• Students who transfer into MAED/TEDCA E or S and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

California Intern Credential

Candidates in California may qualify for an intern credential in California while enrolled in the MAED/TED program. The California Commission has identified specific requirements for intern qualification.

• Candidates who qualify as an elementary or secondary intern must meet the requirements noted below and sign an intern checklist.

• Candidates who are seeking an Internship must also be advised of the Early Completion Option.

• Candidates must provide verification of each of the following requirements:
  - Passing score on CBEST
  - Passing score on appropriate CSET for intern placement
  - Completion of a Bachelors degree from a regionally accredited institution
  - Letter of Intent to Hire
  - Signed Internship Agreement
  - Certificate of Clearance
• Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
• US Constitution (units or exam)
• Verification of TB results
• Dispositions Assessments (Self-Evaluation Dispositions Rubric and Personal Assessment Interview)
• Completion of the following coursework: MTE 506, MTE 507CA, MTE 518CA, ELL 500, MTE 522CA, RDG 537CA or RDG 542CA.
• If an intern candidate is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.
• Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.

California Early Completion Option
California residents may qualify, per state Commission requirements, for the early completion option. This allows candidates to complete only the supervised student teaching component and teaching performance assessment.

Candidates who qualify for the early completion option must take TPA 001 and TPA 002, Student Teaching Seminars A & B and successfully complete the Teaching Performance Assessments 1, 2, 3 and 4.

Candidates do not waive course work in MAED/TED and are not earning an MAED/TED degree.

Course Descriptions for the MAED/TED-S
MTE 507CA ................................................................. 0 credits

Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 .................................................................. 1 credit

Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501 ................................................................. 2 credits
The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

MTE 508CA ................................................................................... 3 credits
Models, Theories, and Strategies for Secondary Education
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 523CA ............................................................................. 3 credits
Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 506 ................................................................................... 2 credits
Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 562 ................................................................................... 3 credits

Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

RDG 542CA ............................................................................. 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings
This course focuses on the design and delivery of content-based literacy strategies (reading, writing, listening and speaking) in single subject classrooms. Emphasis is placed on instructional planning, design, and delivery; assessment; universal access and differentiated instruction. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work with a 7th-12th-grade student, is incorporated into the course requirements.

ELL 500 ................................................................................... 3 credits
Instructional Methods for English Language Learners
This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K–12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
SPE 514CA ........................................................................... 2 credits  
Survey of Special Populations  
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.  
MTE 528CA ........................................................................... 3 credits  
Curriculum Constructs and Assessment: Visual Arts  
This course explores the theory, application, and strategies of teaching visual art in middle and secondary school. Participants identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that impact art. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills and use of technology as they relate to visual art instruction.  
MTE 564CA ........................................................................... 3 credits  
Curriculum Constructs and Assessment: Secondary Math  
This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills and use of technology as they relate to visual art instruction.  
MTE 566CA ........................................................................... 3 credits  
Curriculum Constructs and Assessment: Secondary Math  
This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills and use of technology as they relate to visual art instruction.  
MTE 551 ............................................................................... 3 credits  
Curriculum Constructs and Assessment: Physical Education  
This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction.  
MTE 541CA ........................................................................... 2 credits  
Language Development for Secondary Settings  
This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner (ELL) student. The course focuses on language acquisition development within alternative language service programs and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.  
SEC 590 ............................................................................... 4 credits  
Secondary Student Teaching Part A  
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the California Teacher Assessment and Performance Assessment (CA-TPA), the teaching experience, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
SEC 595 .................................................................................... 4 credits

Secondary Student Teaching Part B
This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.

TPA 001 ...................................................................................... 1 credit

Subject Specific Pedagogy
This course addresses task one of California’s Teaching Performance Assessment: Subject-Specific Pedagogy: Principles of Content-Specific and Developmentally Appropriate Pedagogy. This course will offer an overview of the California Teaching Performance Assessments, their history, California Teaching Performance Expectations and their connections to the Teaching Performance Assessments. Students will review the elements of task one, Subject-Specific Pedagogy: Principles of Content-Specific and Developmentally Appropriate Pedagogy, including understanding what the task measures, constructing high quality responses and demonstrating their knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy through the task’s exercises.

TPA 002 ...................................................................................... 1 credit

Designing Instruction
This course addresses the second task of California’s Teaching Performance Assessment: Designing Instruction, Connecting Instructional Planning to Student Characteristics for Academic Learning. Students will review the elements of the Designing Instruction Teaching Performance Assessment and will demonstrate their ability to learn important details about a classroom of students, an English learner, and a student who presents a different instructional challenge. Students will focus on how instructional planning connects to student characteristics of a whole class and to two focus students who present a different instructional challenge.

Master of Arts in Education/Elementary Teacher Education (Tennessee)

The following Master of Arts in Education (MAEd)/Elementary Teacher Education program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education (MAEd/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.
Program Category Requirements and Course Selections

<table>
<thead>
<tr>
<th>Orientation</th>
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</thead>
<tbody>
<tr>
<td>MTE 507</td>
<td>0 credits</td>
</tr>
<tr>
<td>Orientation to Teacher Education</td>
<td></td>
</tr>
</tbody>
</table>

**Introductory Course, 1 total credit**

| MTE 516 | 1 credit | Professional Communications |

**Foundations of Education, 2 total credits**

| MTE 501 | 2 credits | The Art and Science of Teaching |

**Educational Theories and Models, 6 total credits**

| MTE 518 | 3 credits | Models, Theories, and Instructional Strategies          |
| MTE 522 | 3 credits | Maintaining an Effective Learning Climate for Elementary Settings |

**Human Development, 2 total credits**

| MTE 506 | 2 credits | Child and Adolescent Development |

**Assessment, 3 total credits**

| MTE 562 | 3 credits | Assessment and Evaluation |

**Reading, 4 total credits**

| RDG 537 | 4 credits | Curriculum Constructs & Assessment: Reading and Language Arts |

**Special Populations, 8 total credits**

| SEI 500 | 3 credits | Structured English Immersion |
| SEI 503 | 3 credits | Advanced Structured English Immersion Methods |
| SPE 514 | 2 credits | Survey of Special Populations |

**Elementary Methods and Assessment, 10 total credits**

| MTE 531 | 2 credits | Curriculum Constructs & Assessment: History and Social Science |
| MTE 533 | 4 credits | Curriculum Constructs & Assessment: Science and Mathematics |
| MTE 534 | 2 credits | Curriculum Constructs & Assessment: Visual and Performing Arts |
| MTE 537 | 2 credits | Curriculum Constructs & Assessment: Physical Education and Health |

**Student Teaching & Field Experience, 8 total credits**

| ELM 598 | 4 credits | Elementary Student Teaching Part A |
| ELM 599 | 4 credits | Elementary Student Teaching Part B |

- The University reserves the right to modify the Required Course of Study.
- **Orientation to Teacher Education**

**Introductory Course, 1 total credit**

- **Foundations of Education, 2 total credits**
  - MTE 501 | 2 credits | The Art and Science of Teaching |

**Educational Theories and Models, 6 total credits**

- MTE 518 | 3 credits | Models, Theories, and Instructional Strategies          |
- MTE 522 | 3 credits | Maintaining an Effective Learning Climate for Elementary Settings |

**Human Development, 2 total credits**

- MTE 506 | 2 credits | Child and Adolescent Development |

**Assessment, 3 total credits**

- MTE 562 | 3 credits | Assessment and Evaluation |

**Reading, 4 total credits**

- RDG 537 | 4 credits | Curriculum Constructs & Assessment: Reading and Language Arts |

**Special Populations, 8 total credits**

- SEI 500 | 3 credits | Structured English Immersion |
- SEI 503 | 3 credits | Advanced Structured English Immersion Methods |
- SPE 514 | 2 credits | Survey of Special Populations |

**Elementary Methods and Assessment, 10 total credits**

- MTE 531 | 2 credits | Curriculum Constructs & Assessment: History and Social Science |
- MTE 533 | 4 credits | Curriculum Constructs & Assessment: Science and Mathematics |
- MTE 534 | 2 credits | Curriculum Constructs & Assessment: Visual and Performing Arts |
- MTE 537 | 2 credits | Curriculum Constructs & Assessment: Physical Education and Health |

**Student Teaching & Field Experience, 8 total credits**

- ELM 598 | 4 credits | Elementary Student Teaching Part A |
- ELM 599 | 4 credits | Elementary Student Teaching Part B |

- The University reserves the right to modify the Required Course of Study.

**Additional Admission Requirements for the MAED/TED-E**

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students residing in Tennessee and/or attending University of Phoenix Online must have an undergraduate degree in a content area recognized by the Tennessee State Board of Education. Refer to the Tennessee State Board of Education website for a list of the recognized degree areas for teacher licensure at the secondary level. The student’s undergraduate degree area must be the same as the licensure area sought, student teaching placement, and required state subject area exam.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

**Candidacy Status for the MAED/TED-E**

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.
Degree Requirements for the MAED/TED-E

- Completion of a minimum of 44 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Elementary Teacher Education

Academic Progression Requirements for the MAED/TED-E

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Verification of the completion of 100 hours of field experience. Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-E

- A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: ELM 598 and ELM 599.
- Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/TED-E

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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</tbody>
</table>

Institutional Recommendation for the MAED/TED-E

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency.
Field Experience for the MAED/TED-E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-E

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or validate in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Course Descriptions for the MAED/TED-E

MTE 507 .................................................................0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 ................................................................................1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501 ................................................................................2 credits
The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

MTE 518 ................................................................................3 credits
Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 522 ................................................................................3 credits
Maintaining an Effective Learning Climate for Elementary Settings
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
**Curriculum Constructs & Assessment: Reading and Language Arts**
This course focuses on the fundamentals of reading instruction, including strategies and techniques used for the identification and instruction of diverse populations. "Learners" are emphasized, along with issues related to media themes and gender bias. The course will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MTE 562</td>
<td>Assessment and Evaluation</td>
<td>3 credits</td>
</tr>
<tr>
<td>RDG 537</td>
<td>Curricular Constructs and Assessment: Reading and Language Arts</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

**Structured English Immersion**
This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL learners acquire English.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SEI 503</td>
<td>Advanced Structured English Immersion Methods</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Survey of Special Populations**
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education laws, and current policies and practices are examined.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTE 531</td>
<td>Survey of Special Populations</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

**Curriculum Constructs & Assessment: Science and Mathematics**
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>MTE 533</td>
<td>Curriculum Constructs &amp; Assessment: Science and Mathematics</td>
<td>4 credits</td>
</tr>
</tbody>
</table>
MTE 534 ...................................................................................2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 537 ...................................................................................2 credits
Curriculum Constructs & Assessment: Physical Education and Health
This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. Instructional approaches for the integration of physical education and health with other content areas are explored.

ELM 598....................................................................................4 credits
Elementary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

ELM 599....................................................................................4 credits
Elementary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

Master of Arts in Education/Secondary Teacher Education (Tennessee)
---------------------------------------------
The following Master of Arts in Education (MAEd)/Secondary Teacher Education program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Secondary Teacher Education (MAEd/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-s.

Courses requiring prerequisites are identified by a ~ symbol following the course number.
**Program Category Requirements and Course Selections**  

**Orientation, 0 total credits**  
MTE 507 ................................................................. 0 credits  
Orientation to Teacher Education

**Introductory Course, 1 total credit**  
COM 516 ................................................................. 1 credit  
Professional Communications

**Foundations of Education, 2 total credits**  
MTE 501 ................................................................. 2 credits  
The Art and Science of Teaching

**Educational Theories and Models, 6 total credits**  
SEC 508 ................................................................. 3 credits  
Models, Theories and Strategies for Secondary Education  
MTE 523 ................................................................. 3 credits  
Maintaining an Effective Learning Climate

**Human Development, 2 total credits**  
MTE 506 ................................................................. 2 credits  
Child and Adolescent Development

**Assessment, 3 total credits**  
MTE 562 ................................................................. 3 credits  
Assessment and Evaluation

**Secondary Reading, 3 total credits**  
RDG 542 ................................................................. 3 credits  
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

**Special Populations, 5 total credits**  
SEI 500 ................................................................. 3 credits  
Structured English Immersion  
SPE 514 ................................................................. 2 credits  
Survey of Special Populations

**Secondary Methods and Assessment, 3 total credits**  
MTE 559 ................................................................. 3 credits  
Curriculum Constructs & Assessment: Secondary Methods

**Secondary Elective, 3 total credits**  
SEI 503 ................................................................. 3 credits  
Advanced Structured English Immersion Methods

**Student Teaching & Field Experience, 8 total credits**  
SEC 598 ................................................................. 4 credits  
Secondary Student Teaching Part A  
SEC 599 ................................................................. 4 credits  
Secondary Student Teaching Part B  
The University reserves the right to modify the required course of study.

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**Additional Admission Requirements for the MAED/TED-S**

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students residing in Tennessee and/or attending University of Phoenix Online must have an undergraduate degree in a content area recognized by the Tennessee State Board of Education. Refer to the Tennessee State Board of Education website for a list of the recognized degree areas for teacher licensure at the secondary level. The campus is responsible for verifying that the student’s undergraduate degree area is the same as the licensure area sought, student teaching placement, and required state subject area exam. The campus verification is not required to be on file at time of admission.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

**Candidacy Status for the MAED/TED-S**

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling:

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.
Degree Requirements for the MAED/TED-S

- Completion of a minimum of 36 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.

- The diploma awarded for this program will read as:
  Master of Arts in Education
  Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Verification of the completion of 100 hours of field experience. Student's undergraduate degree area must be the same as the license area sought, student teaching placement, and required state subject area exam.

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-S

- A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: SEC 598 and SEC 599.
- Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/TED-S

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 518, MTE 523, MTE 559, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

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<tr>
<th>Program</th>
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<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

Institutional Recommendation for the MAED/TED-S

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency.
Field Experience for the MAED/TED-S

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-S

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.

• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.

• Student teaching can only be repeated one time.

• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.

• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.

• Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.

• Candidates in the MAED/TED program may not student teach in special education.

• MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.

• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.

• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Course Descriptions for the MAED/TED-S

MTE 507 ................................................................. 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 ............................................................................ 1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501 ............................................................................. 2 credits
The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

SEC 508 ............................................................................. 3 credits
Models, Theories and Strategies for Secondary Education
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 523 ............................................................................. 3 credits
Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 506 ................................................................. 2 credits

Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 562 ........................................................................... 3 credits

Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

RDG 542 ........................................................................... 3 credits

Curriculum Constructs & Assessment: Reading Methods for Secondary Settings
This course focuses on the most current research, theory, and methods of teaching literacy, in particular, reading, writing, and technological literacy, in the content areas at the secondary level. Various institutional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th-grade setting, is incorporated into the course requirements.

SEI 500 ........................................................................... 3 credits

Structured English Immersion
This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELLs), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.

SPE 514 ........................................................................... 2 credits

Survey of Special Populations
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

MTE 559 ........................................................................... 3 credits

Curriculum Constructs and Assessment: Secondary Methods
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.

SEI 503 ........................................................................... 3 credits

Advanced Structured English Immersion Methods
This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

SEC 598 ........................................................................... 4 credits

Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SEC 599 ........................................................................... 4 credits

Secondary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
Master of Arts in Education/Elementary Teacher Education (Utah)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 807 ............................................................................... 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 ............................................................................... 1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ ............................................................................... 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
MTE 518 ~ ............................................................................... 3 credits
Models, Theories, and Instructional Strategies
MTE 522 ............................................................................... 3 credits
Maintaining an Effective Learning Climate for Elementary Settings

Human Development, 2 total credits
MTE 506 ~ ............................................................................... 2 credits
Child and Adolescent Development

Assessment, 3 total credits
MTE 562 ~ ............................................................................... 3 credits
Assessment and Evaluation

Reading, 4 total credits
RDG 537 ~ ............................................................................... 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts

Special Populations, 5 total credits
SPE 514 ............................................................................... 2 credits
Survey of Special Populations
MTE 553 ............................................................................... 3 credits
Instruction and Assessment of English Language Learners

Elementary Methods and Assessment, 10 total credits
MTE 531 ............................................................................... 2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 533 ............................................................................... 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534 ............................................................................... 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 537 ............................................................................... 2 credits
Curriculum Constructs & Assessment: Physical Education and Health

Student Teaching & Field Experience, 8 total credits
ELM 598 ~ ............................................................................... 4 credits
Elementary Student Teaching Part A
ELM 599 ~ ............................................................................... 4 credits
Elementary Student Teaching Part B

The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:
• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

University of Phoenix, 2013-2014

COLLEGE OF EDUCATION (Online)
• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  • Demonstration of basic skills proficiency
  • Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-E

• Completion of a minimum of 41 credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The diploma awarded for this program will read as: Master of Arts in Education Elementary Teacher Education

Academic Progression Requirements for the MAED/TED-E

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
  • Immunization or TB test results (District specific)
  • Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
  • Students enrolled at a Utah campus must provide verification of a 'student teaching license' and submit a copy of the license prior to the student teaching placement
  • Students enrolled at the Utah campus must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements prior to student teaching
  • Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-E

• A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: ELM 598, ELM 599
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.

• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/TED-E

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  • The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  • The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Program; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

Field Experience for the MAED/TED-E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.
Student Teaching for the MAED/TED-E

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TED-E

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency.

Course Descriptions for the MAED/TED-E

MTE 507 ................................................................................... 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 .................................................................................... 1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501 ................................................................................... 2 credits
The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

MTE 518 .................................................................................... 3 credits
Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
### Curriculum Constructs & Assessment: Reading and Language Arts

This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

SPE 514 ................................................................. 2 credits

### Survey of Special Populations

This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

### Instruction and Assessment of English Language Learners

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multietnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

MTE 531 ................................................................. 2 credits

### Curriculum Constructs & Assessment: Science and Mathematics

This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 ................................................................. 2 credits

### Curriculum Constructs & Assessment: Visual and Performing Arts

This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

**University of Phoenix, 2013-2014**
MTE 537 .................................................................................. 2 credits
Curriculum Constructs & Assessment: Physical Education and Health
This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.

ELM 598 ................................................................................... 4 credits
Elementary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

ELM 599 ................................................................................... 4 credits
Elementary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

Master of Arts in Education/Secondary Teacher Education (Utah)
The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.
Program Category Requirements and Courses Selections

<table>
<thead>
<tr>
<th>Orientation, 0 total credits</th>
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<tbody>
<tr>
<td>MTE 507 ..........................</td>
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<tr>
<td>Orientation to Teacher Education</td>
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<tr>
<th>Introductory Course, 1 total credit</th>
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<tbody>
<tr>
<td>COM 516 ..................................</td>
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<tr>
<td>Professional Communications</td>
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<tr>
<th>Foundations of Education, 2 total credits</th>
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<tbody>
<tr>
<td>MTE 501 ..................................</td>
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<tr>
<td>The Art and Science of Teaching</td>
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<tr>
<th>Educational Theories and Models, 6 total credits</th>
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<tbody>
<tr>
<td>SEC 508 ..................................</td>
</tr>
<tr>
<td>Models, Theories and Strategies for Secondary Education</td>
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<tr>
<td>MTE 523 ..................................</td>
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<tr>
<td>Maintaining an Effective Learning Climate</td>
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<th>Human Development, 2 total credits</th>
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<tr>
<td>MTE 506 ..................................</td>
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<td>Child and Adolescent Development</td>
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<tr>
<th>Assessment, 3 total credits</th>
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<tr>
<td>MTE 562 ..................................</td>
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<tr>
<td>Assessment and Evaluation</td>
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<tr>
<th>Secondary Reading, 3 total credits</th>
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<tbody>
<tr>
<td>RDG 542 ..................................</td>
</tr>
<tr>
<td>Curriculum Constructs &amp; Assessment: Reading Methods for Secondary Settings</td>
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<tr>
<th>Special Populations, 5 total credits</th>
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<tbody>
<tr>
<td>SPE 514 ..................................</td>
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<tr>
<td>Survey of Special Populations</td>
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<tr>
<td>MTE 553 ..................................</td>
</tr>
<tr>
<td>Instruction and Assessment of English Language Learners</td>
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<tr>
<th>Secondary Methods and Assessment, 3 total credits</th>
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<tbody>
<tr>
<td>MTE 559 ..................................</td>
</tr>
<tr>
<td>Curriculum Constructs and Assessment: Secondary Methods</td>
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<tr>
<td>MTE 564 ..................................</td>
</tr>
<tr>
<td>Curriculum Constructs and Assessment: Secondary Math</td>
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<tr>
<td>MTE 566 ..................................</td>
</tr>
<tr>
<td>Curriculum Constructs &amp; Assessment: Secondary English/Language Arts</td>
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<tr>
<td>MTE 567 ..................................</td>
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<tr>
<td>Curriculum Constructs &amp; Assessment: Secondary History/Social Science</td>
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<tr>
<td>MTE 569 ..................................</td>
</tr>
<tr>
<td>Curriculum Constructs and Assessment: Secondary Science</td>
</tr>
</tbody>
</table>

Secondary Elective, 3 total credits

Students must choose one of the following courses:

| MTE 556 .................................. | 3 credits |
| Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools |
| MTE 557 .................................. | 3 credits |
| Language Development for Secondary Settings |
| MAT 504 .................................. | 3 credits |
| Adolescent Psychology |
| MAT 538 .................................. | 3 credits |
| Middle School Foundations and Philosophy |
| CMP 521 .................................. | 3 credits |
| Using Computers in Education |

<table>
<thead>
<tr>
<th>Student Teaching &amp; Field Experience, 8 total credits</th>
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<tbody>
<tr>
<td>SEC 598 ..................................</td>
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<tr>
<td>Secondary Student Teaching Part A</td>
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<tr>
<td>SEC 599 ..................................</td>
</tr>
<tr>
<td>Secondary Student Teaching Part B</td>
</tr>
<tr>
<td>The University reserves the right to modify the Required Course of Study.</td>
</tr>
</tbody>
</table>

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Upon admission, student must have completed all but six (6) semester hours in the required secondary endorsement area. These additional six (6) credits must be completed prior to student teaching. Information regarding endorsement coursework requirements for secondary teacher licensure can be located on the Utah State Office of Education website.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
Candidacy Status for the MAED/TED-S
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in ISS and the student's eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Degree Completion Requirements for the MAED/TED-S
- Completion of a minimum of 36 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Students enrolled at a Utah campus must provide verification of a ‘student teaching license’ and submit a copy of the license prior to the student teaching placement
- Students enrolled at the Utah campus must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements prior to student teaching
- Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-S
- A candidate must earn a grade of "B" (grades of "I" and "B-") or better in the following courses in order to student teach: SEC 598, SEC 599
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/TED-S
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.

The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 564, MTE 566, MTE 567, MTE 569, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for the waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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</thead>
<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501, MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

University of Phoenix, 2013-2014
COLLEGE OF EDUCATION (Online)
Field Experience for the MAED/TED-S
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-S
- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching
Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TED-S
- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency.

Course Descriptions for the MAED/TED-S
MTE 507 ................................................................................... 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed. COM 516 ................................................................. 1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes. MTE 501 ................................................................. 2 credits
The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
Models, Theories and Strategies for Secondary Education
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
MTE 523  ................................................................. 3 credits
Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 506  ................................................................. 2 credits
Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 562  ................................................................. 3 credits
Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.
RDG 542  .............................................................. 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings
This course focuses on the most current research, theory, and methods of teaching literacy, in particular, reading, writing, and technological literacy, in the content areas at the secondary level. Various instructional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th grade setting, is incorporated into the course requirements.
SPE 514  ................................................................. 2 credits
Survey of Special Populations
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
MTE 553  ................................................................. 3 credits
Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
MTE 559  ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Methods
This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.
MTE 564  ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Math
This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.
MTE 566  ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary English/Language Arts
This course explores the application of basic instructional methods to the content area of English/language arts in middle level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 567  ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary History/Social Science
This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 569 ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Science
This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

MTE 556 ................................................................. 3 credits
Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools
This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.

MTE 557 ................................................................. 3 credits
Language Development for Secondary Settings
This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MAT 504 ................................................................. 3 credits
Adolescent Psychology
This course provides an overview of adolescent development, including the biological, cognitive, and social changes during the period between childhood and adulthood. The psychosocial developmental period is explored, and current trends and methods of teaching and learning in a middle school are examined and practiced. Previous course description: This course covers adolescent psychology from a historical perspective to present day societal influences and pressures. Current trends and methods of learning in adolescent education will also be covered.

MAT 538 ................................................................. 3 credits
Middle School Foundations and Philosophy
This course examines middle level education. It evaluates the structure of middle schools and their characteristics, including curriculum, instruction, and learning in middle level education. It also addresses issues such as managing the middle level environment. Students in this course will demonstrate knowledge through application, analysis, and observation of middle level environments. Previous description: This is a draft of the description. This course examines junior and middle school. The course will evaluate the unique characteristics of the adolescent, diversity among middle school students, structures of middle school, and curriculum and instruction.

CMP 521 ................................................................. 3 credits
Using Computers in Education
This course will examine how emerging technology can affect the classroom teacher, school administrator, school board member, students, and parents. Students will explore how technology has impacted curriculum, instructional design, and educational standards. Equity issues and the consequences to students who lack technological skills and knowledge will be the focal point of discussion. Students will get hands-on, interactive experience using a variety of media and technologies to prepare teaching materials, develop curriculum, and deliver instruction.

SEC 598 ................................................................. 4 credits
Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SEC 599 ................................................................. 4 credits
Secondary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
Master of Arts in Education/Elementary Teacher Education (Nevada)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mad-ted-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections
Orientation, 0 total credits
MTE 507 ................................................................. 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 .............................................................. 1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ ............................................................ 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
MTE 518 ~ ............................................................ 3 credits
Models, Theories, and Instructional Strategies
MTE 522 .............................................................. 3 credits
Maintaining an Effective Learning Climate for Elementary Settings

Human Development, 2 total credits
MTE 506 ~ ............................................................ 2 credits
Child and Adolescent Development

Assessment, 3 total credits
MTE 562 ~ ............................................................ 3 credits
Assessment and Evaluation

Reading, 9 total credits
RDG 537 ~ ........................................................... 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts
MTE 536 .............................................................. 3 credits
Children’s Literature
MTE 529 .............................................................. 2 credits
Reading and Phonological Theory

Special Populations, 5 total credits
SPE 514................................................................. 2 credits
Survey of Special Populations
MTE 553 .............................................................. 3 credits
Instruction and Assessment of English Language Learners

Elementary Methods and Assessment, 10 total credits
MTE 531 .............................................................. 2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 533 .............................................................. 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534 .............................................................. 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 537 .............................................................. 2 credits
Curriculum Constructs & Assessment: Physical Education and Health

Student Teaching & Field Experience, 8 total credits
ELM 598 ~ ........................................................... 4 credits
Elementary Student Teaching Part A
ELM 599 ~ ........................................................... 4 credits
Elementary Student Teaching Part B

The University reserves the right to modify the Required Course of Study.

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
Candidacy Status for the MAED/TED-E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Academic Progression Requirements for the MAED/TED-E

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Students enrolled at the Nevada campus must complete any outstanding credits towards completion of their major/ minor as indicated in the admissions requirements prior to student teaching.
- Verification of the completion of 100 hours of field experience. Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-E

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: ELM 598 and ELM 599.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Degree Completion Requirements for the MAED/TED-E

- The completion of a minimum of 46 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Elementary Teacher Education

Institutional Recommendation for the MAED/TED-E

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency.
Residency Requirements and Course Waivers for the MAED/TED-E

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

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Field Experience for the MAED/TED-E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-E

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Candidates should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Candidates must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.
- Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.
Course Descriptions for the MAED/TED-E

MTE 507.................................................................0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 ...............................................................1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501.................................................................2 credits
The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

MTE 518.................................................................3 credits
Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 522 .................................................................3 credits
Maintaining an Effective Learning Climate for Elementary Settings
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 506.................................................................2 credits
Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 562.................................................................3 credits
Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

RDG 537.................................................................4 credits
Curriculum Constructs & Assessment: Reading and Language Arts
This course focuses on the most current research, theory, and methods of teaching reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

MTE 536 .................................................................3 credits
Children’s Literature
This course will examine the use of children’s literature in the elementary school classroom. Various genres will be studied, as well as the application of children’s literature to instruction and assessment in reading. Methods for incorporating the use of children’s literature in all content areas will also be examined.

MTE 529 .................................................................2 credits
Reading and Phonological Theory
This course expounds upon the basic premise that systematically integrated phonics instruction is a fundamental component of effective reading programs. Students will study the relevant research and applications that support principles of sequential phonics instruction and phonological awareness and review traditional and contemporary phonics approaches.

SPE 514 .................................................................2 credits
Survey of Special Populations
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

MTE 553 .................................................................3 credits
Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multietnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

MTE 531 .................................................................2 credits
Curriculum Constructs & Assessment: History and Social Science
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.
MTE 533 ................................................................. 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.
MTE 534 ................................................................. 2 credits
Curriculum Constructs & Assessment: Physical Education and Health
This course defines and provides a context for teaching and assessing students in the area of physical education and health based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.
MTE 537 ................................................................. 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of visual and performing arts based on scope, sequence, and state and national standards. An emphasis is placed on integrating art across the curriculum.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MTE 533</td>
<td>Curriculum Constructs &amp; Assessment: Science and Mathematics</td>
<td>4</td>
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<tr>
<td>MTE 534</td>
<td>Curriculum Constructs &amp; Assessment: Physical Education and Health</td>
<td>2</td>
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<tr>
<td>MTE 537</td>
<td>Curriculum Constructs &amp; Assessment: Visual and Performing Arts</td>
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<tr>
<td>ELM 598</td>
<td>Elementary Student Teaching Part A</td>
<td>4</td>
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<tr>
<td>ELM 599</td>
<td>Elementary Student Teaching Part B</td>
<td>4</td>
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Elementary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

Elementary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

Master of Arts in Education/Secondary Teacher Education (Nevada)

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-s.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507 ~ ........................................................................................................ 0 credits
Orientation to Teacher Education
Introductory Course, 1 total credit
COM 516 ........................................................................................................ 1 credits
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ ........................................................................................................ 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
SEC 508 ~ ........................................................................................................ 3 credits
Models, Theories and Instructional Strategies for Secondary Education
MTE 523 ........................................................................................................ 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits
MTE 506 ~ ........................................................................................................ 2 credits
Child and Adolescent Development
Assessment, 3 total credits
MTE 562 - Assessment and Evaluation

Secondary Reading, 3 total credits
RDG 542 - Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits
MTE 553 - Instruction and Assessment of English Language Learners
SPE 514 - Survey of Special Populations

Secondary Methods and Assessment, 3 total credits
MTE 564 - Curriculum Constructs and Assessment: Secondary Math
MTE 566 - Curriculum Constructs and Assessment: Secondary English/Language Arts
MTE 567 - Curriculum Constructs & Assessment: Secondary History/Social Science
MTE 569 - Curriculum Constructs and Assessment: Secondary Science

Secondary Elective, 3 total credits
MTE 556 - Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools
MTE 557 - Language Development for Secondary Settings
MAT 504 - Adolescent Psychology
MAT 538 - Middle School Foundations and Philosophy
CMP 521 - Using Computers in Education

Student Teaching & Field Experience, 8 total credits
SEC 598 - Secondary Student Teaching Part A
SEC 599 - Secondary Student Teaching Part B

Additional Admission Requirements for the MAED/TED-S
All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Upon admission, student must have completed all but six (6) semester hours in the required subject majors and/or minors. These additional six (6) credits must be completed prior to student teaching. Information regarding acceptable majors/minors and credit requirements for secondary teacher licensure can be located on the Nevada Department of Education website.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Candidacy Status for the MAED/TED-S
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Academic Progression Requirements for the MAED/TED-S
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Students enrolled at the Nevada campus must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements prior to student teaching.
- Verification of the completion of 100 hours of field experience. Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.
Minimum Grade Requirements for the MAED/TED-S
• A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: SEC 598 and SEC 599.
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Degree Completion Requirements for the MAED/TED-S
• The completion of a minimum of 36 credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The diploma awarded for this program will read as: Master of Arts in Education Secondary Teacher Education

Institutional Recommendation for the MAED/TED-S
• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency.

Residency Requirements and Course Waivers for the MAED/TED-S
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 564, MTE 566, MTE 567, MTE 569, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

Program Courses Waived
MAED/TED-E & S MTE 501, MTE 506, MTE 518
MAED/SPE SPE 578

Field Experience for the MAED/TED-S
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.
Student Teaching for the MAED/TED-S

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.

• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.

• Student teaching can only be repeated one time.

• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.

• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.

• Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.

• Candidates in the MAED/TED program may not student teach in special education.

• MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.

• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.

• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Course Descriptions for the MAED/TED-S

MTE 507 .............................................................................................................0 credits

Orientation to Teacher Education

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 .............................................................................................................1 credit

Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501 .....................................................................................................2 credits

The Art and Science of Teaching

This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

SEC 508.....................................................................................................3 credits

Models, Theories and Strategies for Secondary Education

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 523 .....................................................................................................3 credits

Maintaining an Effective Learning Climate

This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 506 .....................................................................................................2 credits

Child and Adolescent Development

This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 562 ................................................................. 3 credits

**Assessment and Evaluation**
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

**RDG 542** ............................................................. 3 credits

**Curriculum Constructs & Assessment: Reading Methods for Secondary Settings**
This course focuses on the most current research, theory, and methods of teaching literacy, in particular, reading, writing, and technological literacy, in the content areas at the secondary level. Various instructional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th-grade setting, is incorporated into the course requirements.

**MTE 553** ............................................................. 3 credits

**Instruction and Assessment of English Language Learners**
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

**SPE 514** ............................................................. 2 credits

**Survey of Special Populations**
This course provides an overview of the categories of Exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

**MTE 564** ............................................................. 3 credits

**Curriculum Constructs & Assessment: Secondary Math**
This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

**MTE 566** ............................................................. 3 credits

**Curriculum Constructs & Assessment: Secondary English/ Language Arts**
This course explores the application of basic instructional methods to the content area of English/language arts in middle level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

**MTE 567** ............................................................. 3 credits

**Curriculum Constructs & Assessment: Secondary History/Social Science**
This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

**MTE 569** ............................................................. 3 credits

**Curriculum Constructs and Assessment: Secondary Science**
This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

**MTE 556** ............................................................. 3 credits

**Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools**
This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.
MTE 557 ................................................................. 3 credits
Language Development for Secondary Settings
This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MAT 504 ................................................................. 3 credits
Adolescent Psychology
This course provides an overview of adolescent development, including the biological, cognitive, and social changes during the period between childhood and adulthood. The psychosocial developmental period is explored, and current trends and methods of teaching and learning in a middle school are examined and practiced.

MAT 538 ................................................................. 3 credits
Middle School Foundations and Philosophy
This course examines middle level education. It evaluates the structure of middle schools and their characteristics, including curriculum, instruction, and learning in middle level education. It also addresses issues such as managing the middle level environment. Students in this course will demonstrate knowledge through application, analysis, and observation of middle level environments.

CMP 521 ................................................................. 3 credits
Using Computers in Education
This course will examine how emerging technology can affect the classroom teacher, school administrator, school board member, students, and parents. Students will explore how technology has impacted curriculum, instructional design, and educational standards. Equity issues and the consequences to students who lack technological skills and knowledge will be the focal point of discussion. Students will get hands-on, interactive experience using a variety of media and technologies to prepare teaching materials, develop curriculum, and deliver instruction.

SEC 598 ................................................................. 4 credits
Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SEC 599 ................................................................. 4 credits
Secondary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
Master of Arts in Education/Special Education (Hawaii)

The following Master of Arts in Education/Special Education (MAED/SPE) program may be offered at those University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. Candidates for this program have already earned a bachelor’s degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program’s curriculum includes orientation to the exceptional child, foundations and methodologies of mild disabilities, diagnosis and assessment of disabilities, structured English immersion, reading and language arts instruction, inclusion strategies, and collaboration and resource management for the special educator. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s electronic portfolio. Students’ field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher. The degree program has a research component as well. This component requires an Action Research Project. The project integrates the theoretical aspects of special education and the practical experience of the adult learner through the identification and exploration of a significant problem related to the student’s area of professional responsibilities and interest.

For more information about our graduation rates, the median debt related to the student’s area of professional responsibilities and interest.

Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507 ................................................................. 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 ............................................................. 1 credit
Professional Communications

Foundations of Special Education, 3 total credits
SPE 513 ~ .............................................................. 3 credits
Orientation to the Exceptional Child

Educational Theories and Models, 9 total credits
SPE 578 ~ ............................................................ 3 credits
Models, Theories and Instructional Strategies for SPE
SPE 546 ~ ............................................................ 3 credits
Special Education Methods
SPE 575 ............................................................... 3 credits
Inclusion Strategies of the Special Educator
Assessment, 3 total credits
SPE 512 ~ ........................................................... 3 credits
Special Education Assessment and Interpretation

Reading, 4 total credits
RGD 570 ~ .......................................................... 4 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE

Instruction and Management for Special Needs Students, 15 total credits
MTE 553 ............................................................... 3 credits
Instruction and Assessment of English Language Learners
SPE 574 ~ ............................................................ 3 credits
Characteristics of Intellectual/Developmental Disabilities
SPE 559 ~ ............................................................ 3 credits
Characteristics of Learning Disabilities
SPE 544 ~ ............................................................ 3 credits
Characteristics of Emotional & Behavioral Disorders
SPE 536 ~ ............................................................ 3 credits
Characteristics of Physical & Health Disabilities

Student Teaching, 8 total credits
SPE 594 ~ ............................................................ 4 credits
Special Education Student Teaching: Part A
SPE 595 ~ ............................................................ 4 credits
Special Education Student Teaching: Part B

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/SPE

All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
Candidacy Status for the MAED/SPE

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/SPE

- A minimum of 43 graduate credits in the Required Program Category Preferred Sequence.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure students meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Special Education

Academic Progression Requirements for the MAED/SPE

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam.
- Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/SPE

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SPE 594, SPE 595.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/SPE program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/SPE

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
- Online students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 7 years.
Residency Requirements and Course Waivers for the MAED/SPE

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, RDG 570, SPE 546, SPE 559, SPE 575, SPE 578, SPE 594, SPE 595

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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Field Experience for the MAED/SPE

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation/interview, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/SPE

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Students who are already teaching in an appropriate K-12 cross-categorical special education setting will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 cross-categorical special education setting that meets their state requirements for student teaching.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical special education student teaching setting.
- Students who are already teaching in an appropriate K-12 cross-categorical special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 cross-categorical special education setting that meets their state requirements for student teaching.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

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<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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</table>

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Special Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.
- Candidates attending the Online campus who live in Hawaii, must transfer to the Hawaii ground campus for their student teaching experience and student teaching seminars. These courses will allow students to complete their MAED/SPE program and earn a Hawaii credential.
Course Descriptions for the MAED/SPE

MTE 507 ................................................................................................. 0 credits

Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 .................................................................................................. 1 credit

Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress, and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

SPE 513 ................................................................................................. 3 credits

Orientation to the Exceptional Child
This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

SPE 578 ................................................................................................. 3 credits

Models, Theories and Instructional Strategies for SPE
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

SPE 546 ................................................................................................. 3 credits

Special Education Methods
This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.

SPE 575 ................................................................................................. 3 credits

Inclusion Strategies of the Special Educator
This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 512 ................................................................................................. 3 credits

Special Education Assessment and Interpretation
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.

RDG 570 ................................................................................................. 4 credits

Curriculum Const and Assmt: Reading and Lang Arts for SPE
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

MTE 553 ................................................................................................. 3 credits

Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multilingual and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
SPE 574 .................................................................................... 3 credits
Characteristics of Intellectual/Developmental Disabilities
This course examines issues related to the instruction of students with intellectual and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with intellectual and developmental disabilities.

SPE 559 .................................................................................... 3 credits
Characteristics of Learning Disabilities
This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

SPE 544 .................................................................................... 3 credits
Characteristics of Emotional & Behavioral Disorders
This course provides an overview of the unique characteristics, learning styles, and challenges faced by children with physical handicaps and other health disabilities. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special services within the schools. Various program models available through public, private, and hospital settings will be reviewed. The impact of inclusive education and self-contained placements on this population will be analyzed.

SPE 596 .................................................................................... 3 credits
Characteristics of Physical & Health Disabilities
This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 594 .................................................................................... 4 credits
Special Education Student Teaching: Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 595 .................................................................................... 4 credits
Special Education Student Teaching: Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

Master of Arts in Education/Special Education (New Mexico)

The following Master of Arts in Education/Special Education (MAED/SPE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education (MAED) with a specialization in Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. Candidates for this program have already earned a bachelor’s degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program’s curriculum includes orientation to the exceptional child, foundations and methodologies of mild disabilities, diagnosis and assessment of disabilities, structured English immersion, reading and language arts instruction, inclusion strategies, and collaboration and resource management for the special educator. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s electronic portfolio. Students’ field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-spe.

Courses requiring prerequisites are identified by a ~ symbol following the course number.
Program Category Requirements and Course Selections

<table>
<thead>
<tr>
<th>Orientation, 0 total credits</th>
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<tbody>
<tr>
<td>MTE 507 ............................................................... 0 credits</td>
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<tr>
<td>Orientation to Teacher Education</td>
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<tr>
<th>Introductory Course, 1 total credit</th>
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<tr>
<td>COM 516 ............................................................... 1 credit</td>
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<td>Professional Communications</td>
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<tr>
<th>Foundations of Special Education, 3 total credits</th>
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<tbody>
<tr>
<td>SPE 513  ............................................................... 3 credits</td>
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<tr>
<td>Orientation to the Exceptional Child</td>
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<thead>
<tr>
<th>Educational Theories and Models, 9 total credits</th>
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<tr>
<td>SPE 578  ............................................................... 3 credits</td>
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<tr>
<td>Models, Theories and Instructional Strategies for SPE</td>
</tr>
<tr>
<td>SPE 546  ............................................................... 3 credits</td>
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<tr>
<td>Special Education Methods</td>
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<tr>
<td>SPE 579  ............................................................... 3 credits</td>
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<tr>
<td>Inclusion Strategies of the Special Educator</td>
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<tr>
<th>Assessment, 3 total credits</th>
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<tr>
<td>SPE 512  ............................................................... 3 credits</td>
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<tr>
<td>Special Education Assessment and Interpretation</td>
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<tr>
<th>Reading, 7 total credits</th>
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<tbody>
<tr>
<td>RDG 570  ............................................................... 4 credits</td>
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<tr>
<td>Curriculum Const and Assmt: Reading and Lang Arts for SPE</td>
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<tr>
<td>RDG 535  ............................................................... 3 credits</td>
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<tr>
<td>Diagnosis &amp; Remediation of Reading Difficulties</td>
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<tr>
<th>Instruction and Management for Special Needs Students, 12 total credits</th>
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<tbody>
<tr>
<td>SPE 574  ............................................................... 3 credits</td>
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<tr>
<td>Characteristics of Intellectual/Developmental Disabilities</td>
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<tr>
<td>SPE 559  ............................................................... 3 credits</td>
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<tr>
<td>Characteristics of Learning Disabilities</td>
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<tr>
<td>SPE 544  ............................................................... 3 credits</td>
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<td>Characteristics of Emotional &amp; Behavioral Disorders</td>
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<td>SPE 556  ............................................................... 3 credits</td>
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<tr>
<td>Characteristics of Physical &amp; Health Disabilities</td>
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<tr>
<th>Student Teaching, 8 total credits</th>
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<tbody>
<tr>
<td>SPE 594  ............................................................... 4 credits</td>
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<tr>
<td>Special Education Student Teaching: Part A</td>
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<tr>
<td>SPE 595  ............................................................... 4 credits</td>
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<tr>
<td>Special Education Student Teaching: Part B</td>
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</table>

The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/SPE

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/SPE

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  - Students must take and pass a New Mexico assessment of teacher basic skills.
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.
Degree Completion Requirements for the MAED/SPE

- A minimum of 43 graduate credits in the Required Program
- Category Preferred Sequence:
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Special Education

Academic Progression Requirements for the MAED/SPE

Candidates must provide verification of the following prior to beginning their student teaching experience.

- Immunization or TB test results. (District specific)
- Students must take and pass the New Mexico content knowledge assessment in Special Education.
- Verification of the completion of 100 hours of field experience

Minimum Grade Requirements for the MAED/SPE

- A candidate must earn a grade of “B” (grades of "I" and "B-" are not accepted or better in the following courses: SPE 594, SPE 595
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/SPE program. Candidates who do not earn a “B” or better will be required to repeat the seminars and student teaching.
- If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/SPE

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
- Online students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 7 years.

Residency Requirements and Course Waivers for the MAED/SPE

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, RDG 570, SPE 546, SPE 575, SPE 578, SPE 594, SPE 595

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

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Field Experience for the MAED/SPE
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation/interview, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/SPE
- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a “B” or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a “B” or better will be required to repeat the seminar and student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical special education student teaching setting.
- Students who are already teaching in an appropriate K-12 cross-categorical special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 cross-categorical special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 5 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Course Descriptions for the MAED/SPE

MTE 507 .....................................................................................0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 .....................................................................................1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

SPE 513 .....................................................................................3 credits
Orientation to the Exceptional Child
This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

SPE 578 .....................................................................................3 credits
Models, Theories and Instructional Strategies for SPE
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.

SPE 546 .....................................................................................3 credits
Special Education Methods
This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.

SPE 575 .....................................................................................3 credits
Inclusion Strategies of the Special Educator
This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.
SPE 512.................................................................................. 3 credits
Special Education Assessment and Interpretation
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavior recommendations are discussed.

RDG 570 ................................................................. 4 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

RDG 535 ................................................................. 3 credits
Diagnosis & Remediation of Reading Difficulties
This course addresses instructional reading or language arts strategies, student activities, and resources that can be utilized, based on students’ contextual information and assessment results. It provides foundational information about stages of reading, factors that impact reading ability, and the nature of reading difficulties. This information serves as a context for learning about the administration and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final case study report and intervention plan is developed based on student data provided.

SPE 574 ................................................................. 3 credits
Characteristics of Intellectual/Developmental Disabilities
This course examines issues related to the instruction of students with intellectual and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with intellectual and developmental disabilities.

SPE 559 ................................................................. 3 credits
Characteristics of Learning Disabilities
This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

SPE 544 ................................................................. 3 credits
Characteristics of Emotional & Behavioral Disabilities
This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 556 ................................................................. 3 credits
Characteristics of Physical & Health Disabilities
This course provides an overview of the unique characteristics, learning styles, and challenges faced by children with physical handicaps and other health disabilities. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special services within the schools. Various program models available through public, private, and hospital settings will be reviewed. The impact of inclusive education and self-contained placements on this population will be analyzed.

SPE 594 ................................................................. 4 credits
Special Education Student Teaching: Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 595 ................................................................. 4 credits
Special Education Student Teaching: Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507 ................................................................. 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 ............................................................. 1 credit
Professional Communications

Foundations of Special Education, 3 total credits
SPE 513 ~ ............................................................. 3 credits
Orientation to the Exceptional Child

Educational Theories and Models, 9 total credits
SPE 578 ~ ............................................................ 3 credits
Models, Theories and Instructional Strategies for SPE
SPE 546 ~ ............................................................ 3 credits
Special Education Methods
SPE 575 ............................................................... 3 credits
Inclusion Strategies of the Special Educator

Assessment, 3 total credits
SPE 512 ~ ............................................................ 3 credits
Special Education Assessment and Interpretation

Reading, 3 total credits
RDG 500 ............................................................. 3 credits
Scientifically Based Reading Instruction

Math, 3 total credits
MTH 506 ............................................................. 4 credits
Methods of Teaching Mathematics

Instruction and Management for Special Needs Students, 15 total credits
MTE 553 ............................................................. 3 credits
Instruction and Assessment of English Language Learners
SPE 559 ~ ............................................................ 3 credits
Characteristics of Learning Disabilities
SPE 574 ~ ............................................................ 3 credits
Characteristics of Intellectual/Developmental Disabilities
SPE 544 ~ ............................................................ 3 credits
Characteristics of Emotional & Behavioral Disorders
SPE 556 ~ ............................................................ 3 credits
Characteristics of Physical & Health Disabilities

Student Teaching, 8 total credits
SPE 594 ~ ............................................................ 4 credits
Special Education Student Teaching: Part A
SPE 595 ~ ............................................................ 4 credits
Special Education Student Teaching: Part B

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/SPE

All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-spe.

Courses requiring prerequisites are identified by a ~ symbol following the course number.
Candidacy Status for the MAED/SPE

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in ISS and the student’s eXp file.
  • Demonstration of basic skills proficiency
  • Verification of fingerprint clearance

Degree Completion Requirements for the MAED/SPE

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

• Completion of a minimum of 45 credits.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (200 hours).
• While candidates may remain a candidate for accreditation, college or university.

Minimum Grade Requirements for the MAED/SPE

• A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses: SPE 594, SPE 595.
• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/SPE

• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Residency Requirements and Course Waivers for the MAED/SPE

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, RDG 500, SPE 546, SPE 559, SPE 575, SPE 578, SPE 594, SPE 595

Colorado Students in the CERT/SPE program who have successfully completed all courses and wish to earn a master's degree will waive SPE 594 and SPE 595 Student Teaching Part A and Part B with credit. These students will be required to complete MTE 553 Instruction and Assessment of English Language Learners and MTE 562 Assessment and Evaluation.
Field Experience for the MAED/SPE

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 200 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/SPE

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical special education student teaching setting.
- Students who are already teaching in an appropriate K-12 generalist special education environment will be evaluated by a faculty supervisor in the classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 generalist special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 15 weeks of student teaching, including the completion of a Teacher Work Sample project.

Course Descriptions for the MAED/SPE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTE 507</td>
<td>Orientation to Teacher Education</td>
<td>0 credits</td>
</tr>
<tr>
<td>SPE 513</td>
<td>Orientation to the Exceptional Child</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPE 578</td>
<td>Models, Theories and Instructional Strategies for SPE</td>
<td>3 credits</td>
</tr>
<tr>
<td>MTE 507</td>
<td>Special Education Methods</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Orientation to Teacher Education

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

Professional Communications

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.
SPE 575.................................................................................. 3 credits
Inclusion Strategies of the Special Educator
This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 512.................................................................................. 3 credits
Special Education Assessment and Interpretation
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.

RDG 500.................................................................................. 3 credits
Scientifically Based Reading Instruction
This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements of and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children’s performance in reading and in the language arts are also emphasized.

MTH 506 .................................................................................. 3 credits
Methods of Teaching Mathematics
This course focuses on the methodology and assessment strategies that enhance learning in elementary mathematics. Topics include an overview of mathematics content and process standards, developmentally appropriate instructional strategies, assessment, and classroom and materials management.

MTE 553 .................................................................................. 3 credits
Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multietnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 574 .................................................................................. 3 credits
Characteristics of Intellectual/Developmental Disabilities
This course examines issues related to the instruction of students with intellectual and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with intellectual and developmental disabilities.

SPE 559 .................................................................................. 3 credits
Characteristics of Learning Disabilities
This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

SPE 544 .................................................................................. 3 credits
Characteristics of Emotional & Behavioral Disorders
This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 556 .................................................................................. 3 credits
Characteristics of Physical & Health Disabilities
This course provides an overview of the unique characteristics, learning styles, and challenges faced by children with physical handicaps and other health disabilities. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special services within the schools. Various program models available through public, private, and hospital settings will be reviewed. The impact of inclusive education and self-contained placements on this population will be analyzed.

SPE 594 .................................................................................. 4 credits
Special Education Student Teaching: Part A
This course will focus on the design and implementation of the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 595 .................................................................................. 4 credits
Special Education Student Teaching: Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
Master of Arts in Education/Special Education (Utah)

The following Master of Arts in Education/Special Education (MAED/SPE) program may be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education (MAED) with a specialization in Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. Candidates for this program have already earned a bachelor’s degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program’s curriculum includes orientation to the exceptional child, foundations and methodologies of mild disabilities, diagnosis and assessment of disabilities, structured English immersion, reading and language arts instruction, inclusion strategies, and collaboration and resource management for the special educator. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s electronic portfolio. Students’ field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher. The degree program has a research component as well. This component requires an Action Research Project. The project integrates the theoretical aspects of special education and the practical experience of the adult learner through the identification and exploration of a significant problem related to the student’s area of professional responsibilities and interest.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-spe.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507 ................................................................. 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 ................................................................. 1 credit
Professional Communications

Foundations of Special Education, 3 total credits
SPE 513 ~ ................................................................. 3 credits
Orientation to the Exceptional Child

Educational Theories and Models, 6 total credits
SPE 578 ~ ................................................................. 3 credits
Models, Theories and Instructional Strategies for SPE
SPE 546 ~ ................................................................. 3 credits
Special Education Methods

Human Development, 2 total credits
MTE 506 ................................................................. 2 credits
Child and Adolescent Development

Assessment, 3 total credits
SPE 512 ~ ................................................................. 3 credits
Special Education Assessment and Interpretation

Reading, 3 total credits
RDG 535 ~ ................................................................. 3 credits
Diagnosis & Remediation of Reading Difficulties

Math, 3 total credits
MTH 506 ................................................................. 3 credits
Methods of Teaching Mathematics

Instruction and Management for Special Needs Students, 12 total credits
SPE 559 ~ ................................................................. 3 credits
Characteristics of Learning Disabilities
SPE 574 ~ ................................................................. 3 credits
Characteristics of Intellectual/Developmental Disabilities
SPE 544 ~ ................................................................. 3 credits
Characteristics of Emotional & Behavioral Disorders
SPE 575 ................................................................. 3 credits
Inclusion Strategies of the Special Educator

Student Teaching, 8 total credits
SPE 594 ~ ................................................................. 4 credits
Special Education Student Teaching: Part A
SPE 595 ~ ................................................................. 4 credits
Special Education Student Teaching: Part B
The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/SPE

All applicants are expected to meet the following admissions requirements:
• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
Candidacy Status for the MAED/SPE
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in ISS and the student's eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance
Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/SPE
- A minimum of 41 graduate credits in the Required Program Category Preferred Sequence
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure students meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Special Education

Academic Progression Requirements for the MAED/SPE
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam.
- Students enrolled at a Utah campus must provide verification of a ‘student teaching license’ and submit a copy of the license prior to the student teaching placement.
- Verification of the completion of 100 hours of field experience. Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/SPE
- A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses: SPE 594, SPE 595
- Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete the MAED/SPE program. Candidates who do not earn a “B” or better will be required to repeat the seminars and student teaching.
- If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/SPE
- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Residency Requirements and Course Waivers for the MAED/SPE
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, SPE 546, SPE 594, SPE 595
Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

**Field Experience for the MAED/SPE**

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

**Student Teaching for the MAED/SPE**

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical special education student teaching setting.
- Students who are already teaching in an appropriate K-12 cross-categorical special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 cross-categorical special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

**Course Descriptions for the MAED/SPE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTE 507</td>
<td>Orientation to the Exceptional Child</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPE 513</td>
<td>Professional Communications</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPE 546</td>
<td>Models, Theories and Instructional Strategies for SPE</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPE 578</td>
<td>Special Education Methods</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Orientation to Teacher Education**

This course provides an overview to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

**Professional Communications**

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

**Models, Theories and Instructional Strategies for SPE**

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

**Special Education Methods**

This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.
MTE 506 .................................................................................... 2 credits
Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

SPE 512 ..................................................................................... 3 credits
Special Education Assessment and Interpretation
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.

RDG 535 ................................................................................... 3 credits
Diagnosis & Remediation of Reading Difficulties
This course addresses instructional reading or language arts strategies, student activities, and resources that can be utilized, based on students’ contextual information and assessment results. It provides foundational information about stages of reading, factors that impact reading ability, and the nature of reading difficulties. This information serves as a context for learning about the administration and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final case study report and intervention plan is developed based on student data provided.

MTH 506 ................................................................................... 3 credits
Methods of Teaching Mathematics
This course focuses on the methodology and assessment strategies that enhance learning in elementary mathematics. Topics include an overview of mathematics content and process standards, developmentally appropriate instructional strategies, assessment, and classroom and materials management.

SPE 559 ..................................................................................... 3 credits
Characteristics of Learning Disabilities
This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

SPE 574 ..................................................................................... 3 credits
Characteristics of Intellectual/Developmental Disabilities
This course examines issues related to the instruction of students with intellectual and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with intellectual and developmental disabilities.

SPE 544 ..................................................................................... 3 credits
Characteristics of Emotional & Behavioral Disorders
This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 575 ..................................................................................... 3 credits
Inclusion Strategies of the Special Educator
This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 594 .................................................................................... 4 credits
Special Education Student Teaching: Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 595 .................................................................................... 4 credits
Special Education Student Teaching: Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
Master of Arts in Education/Special Education (Nevada)

The following Master of Arts in Education/Special Education (MAED/SPE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. Candidates for this program have already earned a bachelor’s degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program’s curriculum includes orientation to the exceptional child, foundations and methodologies of mild disabilities, diagnosis and assessment of disabilities, structured English immersion, reading and language arts instruction, inclusion strategies, and collaboration and resource management for the special educator. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s electronic portfolio. Students’ field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher. The degree program has a research component as well. This component requires an Action Research Project. The project integrates the theoretical aspects of special education and the practical experience of the adult learner through the identification and exploration of a significant problem related to the student’s area of professional responsibilities and interest.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-spe.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507 ..................................................................................0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 ..................................................................................1 credit
Professional Communications

Foundations of Special Education, 3 total credits
SPE 513 ..................................................................................3 credits
Orientation to the Exceptional Child

Educational Theories and Models, 6 total credits
MTE 523 ..................................................................................3 credits
Maintaining an Effective Learning Climate
SPE 546 ..................................................................................3 credits
Special Education Methods

Human Development, 3 total credits
MTE 505 ..................................................................................3 credits
Child and Adolescent Development

Assessment, 3 total credits
SPE 512 ..................................................................................3 credits
Special Education Assessment and Interpretation

Reading, 4 total credits
RDG 570 ..................................................................................4 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE

Math, 3 total credits
MTH 506 ..................................................................................3 credits
Methods of Teaching Mathematics

Instruction and Management for Special Needs Students, 12 total credits
SPE 553 ..................................................................................3 credits
Instruction and Assessment of English Language Learners
SPE 557 ..................................................................................3 credits
Collaboration with Families of Students with Disabilities
SPE 558 ..................................................................................3 credits
Transition Planning for Adolescents with Disabilities
SPE 591 ..................................................................................3 credits
Characteristics of Exceptionalities

Student Teaching, 8 total credits
SPE 594 ..................................................................................4 credits
Special Education Student Teaching: Part A
SPE 595 ~ ..................................................................................4 credits
Special Education Student Teaching: Part B
The University reserves the right to modify the Required Course of Study.

Additional Admission Requirements for the MAED/SPE

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
Candidacy Status for the MAED/SPE

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/SPE

- A minimum of 43 graduate credits in the Required Program Category Preferred Sequence.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure students meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Special Education

Academic Progression Requirements for the MAED/SPE

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (cross-categorical [generalist] special education content area specific)
- Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/SPE

- A candidate must earn a grade of “B” (grades of ‘T’ and ‘B-’ are not accepted) or better in the following courses: SPE 594 and SPE 595.
- Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/SPE

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, RDG 570, SPE 546, SPE 557, SPE 558, SPE 591, SPE 594, SPE 595

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501, MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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</tbody>
</table>
Field Experience for the MAED/SPE

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/SPE

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical (generalist) special education student teaching setting.
- Students who are already teaching in an appropriate K-12 cross-categorical (generalist) special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 cross-categorical (generalist) special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Institutional Recommendation for the MAED/SPE

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency.

Course Descriptions for the MAED/SPE

MTE 507 .................................................................0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
COM 516 .................................................................1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
SPE 513 .................................................................3 credits
Orientation to the Exceptional Child
This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.
MTE 523 .................................................................3 credits
Maintaining and Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates develop an individual classroom management plan appropriate for their targeted grade levels and needs.
SPE 546 ................................................................. 3 credits
Special Education Methods
This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.

MTE 505 ................................................................. 3 credits
Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

SPE 512 ................................................................. 3 credits
Special Education Assessment and Interpretation
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.

RDG 570 ................................................................. 4 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

MTH 506 ................................................................. 3 credits
Methods of Teaching Mathematics
This course focuses on the methodology and assessment strategies that enhance learning in elementary mathematics. Topics include an overview of mathematics content and process standards, developmentally appropriate instructional strategies, assessment, and classroom and materials management.

MTE 553 ................................................................. 3 credits
Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 557 ................................................................. 3 credits
Collaboration with Families of Students with Disabilities
This course focuses on the interrelationships of varied services for students with disabilities. Emphasis is placed on meeting the academic and social-emotional needs of students with disabilities by working with parents, professionals, and community services to develop collaborative and productive professional relationships.

SPE 558 ................................................................. 3 credits
Transition Planning for Adolescents with Disabilities
This course focuses on the role of the special education teacher as he/she transitions adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Students will learn skills and concepts in working with students with special needs, parental involvement, and the community.

SPE 591 ................................................................. 3 credits
Characteristics of Exceptionalities
This course examines teaching and managing students with mild disabilities. Special emphasis is placed on learning disabilities, mental retardation, and emotional disabilities. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.

SPE 594 ................................................................. 4 credits
Special Education Student Teaching: Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 595 ................................................................. 4 credits
Special Education Student Teaching: Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
The following Master of Arts in Education/Special Education-Cross Categorical (MAED/SPE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education (MAED) with a specialization in Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. Candidates for this program have already earned a bachelor’s degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program’s curriculum includes orientation to the exceptional child, characteristics of exceptionailities, diagnosis and assessment of disabilities, reading and language arts instruction, math instruction, transition planning and collaboration with families. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s electronic portfolio. Students’ field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher. The degree program has a research component as well. This component requires an Action Research Project. The project integrates the theoretical aspects of special education and the practical experience of the adult learner through the identification and exploration of a significant problem related to the student’s area of professional responsibilities and interest.

For more information about our graduation rates, the median debt incurred in-house evaluations cannot be completed for programs leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.
Candidacy Status for the MAED/SPE

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in ISS and the student's eXp file:
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance
  - Successful completion of the Oral Language Proficiency Assessment.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/SPE

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours).
- To ensure students meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Special Education

Academic Progression Requirements for the MAED/SPE

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Verification of completion of six (6) or more clock hours of content test preparation which is not embedded in other curriculum. This may be in the form of CEU or for-credit preparation.
- Passing scores on the designated state content knowledge exam (cross-categorical special education content area specific)
- Some schools/districts may require candidates to provide verification of immunization and/or TB test results. Candidates must comply with the requirements of the school/district if they wish to work at that location.
- Verification of the completion of 100 hours of field experience. Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/SPE

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SPE 594, SPE 595
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/SPE program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/SPE

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Residency Requirements and Course Waivers for the MAED/SPE

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 533, RDG 570, SPE 546, SPE 575, SPE 578, SPE 591, SPE 594, SPE 595
Field Experience for the MAED/SPE

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Formal and informal evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/SPE

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a “B” or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a “B” or better will be required to repeat the seminar and student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical special education student teaching setting.
- Students who are already teaching in an appropriate K-12 cross-categorical special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 cross-categorical special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Course Descriptions for the MAED/SPE

MTE 507 ........................................................................................................................................ 0 credits

Orientation to Teacher Education

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 ............................................................................................................................... 1 credit

Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

SPE 513 .................................................................................................................................... 3 credits

Orientation to the Exceptional Child

This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

SPE 578 .................................................................................................................................... 3 credits

Models, Theories and Instructional Strategies for SPE

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

SPE 546 .................................................................................................................................... 3 credits

Special Education Methods

This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationships between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.
SPE 575..................................................................................... 3 credits
Inclusion Strategies of the Special Educator
This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 512..................................................................................... 3 credits
Special Education Assessment and Interpretation
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavior recommendations are discussed.

RDG 570................................................................................... 4 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

SPE 591..................................................................................... 3 credits
Characteristics of Exceptionalities
This course examines teaching and managing students with mild disabilities. Special emphasis is placed on learning disabilities, mental retardation, and emotional disabilities. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.

MTE 553................................................................................... 3 credits
Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 594..................................................................................... 4 credits
Special Education Student Teaching: Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 595..................................................................................... 4 credits
Special Education Student Teaching: Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

MTE 533................................................................................... 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.
**Master of Arts in Education/Special Education**

The following Master of Arts in Education/Special Education (MAED/SPE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education (MAED) with a specialization in Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. Candidates for this program have already earned a bachelor's degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program's curriculum includes orientation to the exceptional child, foundations and methodologies of mild disabilities, diagnosis and assessment of disabilities, structured English immersion, reading and language arts instruction, inclusion strategies, and collaboration and resource management for the special educator. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific course content. Documentation will be maintained in the student's electronic portfolio. Students' field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-spe.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Program Category Requirements and Course Selections**

**Orientation, 0 total credits**

- MTE 507 .......................... 0 credits
  Orientation to Teacher Education

**Introductory Course, 1 total credit**

- COM 516 ............................................. 1 credit
  Professional Communications

**Foundations of Special Education, 3 total credits**

- SPE 513 ~................................. 3 credits
  Orientation to the Exceptional Child

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**Educational Theories and Models, 9 total credits**

- SPE 578 ~................................. 3 credits
  Models, Theories and Instructional Strategies for SPE
- SPE 546 ~................................. 3 credits
  Special Education Methods
- SPE 575 ........................................... 3 credits
  Inclusion Strategies of the Special Educator

**Assessment, 3 total credits**

- SPE 512 ~................................. 3 credits
  Special Education Assessment and Interpretation

**Reading, 4 total credits**

- RDG 570 ~................................. 4 credits
  Curriculum Const and Assmt: Reading and Lang Arts for SPE

**Instruction and Management for Special Needs Students, 18 total credits**

- SEI 500 ........................................... 3 credits
  Structured English Immersion
- SEI 503~................................. 3 credits
  Advanced Structured English Immersion Methods
- SPE 574 ~................................. 3 credits
  Characteristics of Intellectual/Developmental Disabilities
- SPE 559 ~................................. 3 credits
  Characteristics of Learning Disabilities
- SPE 544 ~................................. 3 credits
  Characteristics of Emotional & Behavioral Disorders
- SPE 556 ~................................. 3 credits
  Characteristics of Physical & Health Disabilities

**Student Teaching, 8 total credits**

- SPE 594 ~................................. 4 credits
  Special Education Student Teaching: Part A
- SPE 595 ~................................. 4 credits
  Special Education Student Teaching: Part B

The University reserves the right to modify the required course of Study.

**Additional Admission Requirements for the MAED/SPE**

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
Candidacy Status for the MAED/SPE

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/SPE

- Completion of a minimum of 46 credits. All but six (6) credits of the major course of study must be completed at the University to meet residency requirements.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure students meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Special Education

Academic Progression Requirements for the MAED/SPE

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam.
- Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/SPE

- A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses: SPE 594, SPE 595
- Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete the MAED/SPE program. Candidates who do not earn a “B” or better will be required to repeat the seminars and student teaching.
- If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/SPE

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
- Arizona or Online students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 10 years.
Residency Requirements and Course Waivers for the MAED/SPE

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, RDG 570, SPE 546, SPE 559, SPE 575, SPE 578, SPE 594, SPE 595.

Arizona residents may waive SEI 500 and/or SEI 503 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:
- Arizona Provisional SEI Endorsement (SEI/500)
- Arizona Full SEI Endorsement (SEI/500 and SEI/503)
- Arizona English as a Second Language Endorsement
- Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at: https://www.ade.az.gov/oelas/.

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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</tbody>
</table>

Field Experience for the MAED/SPE

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation/interview, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/SPE

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a “B” or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a “B” or better will be required to repeat the seminar and student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical special education student teaching setting.
- Students who are already teaching in an appropriate K-12 cross-categorical special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 cross-categorical special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Special Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.
Arizona Teaching Intern Certificate Program
The requirements for initial issuance of the teaching intern certificate are:
• A Bachelor’s degree or higher from an accredited institution
• A passing score on one or more subject knowledge portions of the Arizona Teacher Proficiency Assessment that corresponds to the applicant’s teaching assignment(s)
• Completion of the requirements for a Provisional Structured English Immersion endorsement as prescribed in R7-2-613(J)
• A valid fingerprint clearance card issued by the Arizona Department of Public Safety

Course Descriptions for the MAED/SPE

Orientation to the Exceptional Child
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
COM 516.................................................................................... 1 credit

Models, Theories and Instructional Strategies for SPE
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDG 570................................................................................... 4 credits

Structured English Immersion
This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELLs), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.
SEI 503...................................................................................... 3 credits

Advanced Structured English Immersion Methods
This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.
Characteristics of Intellectual/Developmental Disabilities
This course examines issues related to the instruction of students with intellectual and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with intellectual and developmental disabilities.
SPE 559 ................................................................. 3 credits

Characteristics of Learning Disabilities
This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.
SPE 544 ................................................................. 3 credits

Characteristics of Emotional & Behavioral Disorders
This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.
SPE 556 ................................................................. 3 credits

Characteristics of Physical & Health Disabilities
This course provides an overview of the unique characteristics, learning styles, and challenges faced by children with physical handicaps and other health disabilities. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special services within the schools. Various program models available through public, private, and hospital settings will be reviewed. The impact of inclusive education and self-contained placements on this population will be analyzed.
SPE 594 ................................................................. 4 credits

Special Education Student Teaching: Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SPE 595 ................................................................. 4 credits

Special Education Student Teaching: Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SPE 596 ................................................................. 4 credits

Master of Arts in Education/Special Education (Tennessee)

The following Master of Arts in Education/Special Education (MAED/SPE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. Candidates for this program have already earned a bachelor’s degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program’s curriculum includes orientation to the exceptional child, foundations and methodologies of mild disabilities, diagnosis and assessment of disabilities, structured English immersion, reading and language arts instruction, inclusion strategies, and collaboration and resource management for the special educator. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s electronic portfolio. Students’ field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher. The degree program has a research component as well. This component requires an Action Research Project. The project integrates the theoretical aspects of special education and the practical experience of the adult learner through the identification and exploration of a significant problem related to the student's area of professional responsibilities and interest.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-spe.

Courses requiring prerequisites are identified by a ~ symbol following the course number.
Program Category Requirements and Course Selections

**Orientation, 0 total credits**
MTE 507 ................................................................. 0 credits
Orientation to Teacher Education

**Introductory Course, 1 total credit**
COM 516 ................................................................. 1 credit
Professional Communications

**Foundations of Special Education, 3 total credits**
SPE 513 ~ ................................................................. 3 credits
Orientation to the Exceptional Child

**Educational Theories and Models, 9 total credits**
SPE 578 ~ ................................................................. 3 credits
Models, Theories and Instructional Strategies for SPE
SPE 546 ~ ................................................................. 3 credits
Special Education Methods
SPE 575 ............................................................................. 3 credits
Inclusion Strategies of the Special Educator

**Assessment, 3 total credits**
SPE 512 ~ ................................................................. 3 credits
Special Education Assessment and Interpretation

**Reading, 4 total credits**
RDG 570 ............................................................................. 4 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE

**Instruction and Management for Special Needs Students, 18 total credits**
SEI 500 ................................................................. 3 credits
Structured English Immersion
SEI 503~ ................................................................. 3 credits
Advanced Structured English Immersion Methods
SPE 574 ~ ................................................................. 3 credits
Characteristics of Intellectual/Developmental Disabilities
SPE 559 ~ ................................................................. 3 credits
Characteristics of Learning Disabilities
SPE 544 ~ ................................................................. 3 credits
Characteristics of Emotional & Behavioral Disorders
SPE 556 ~ ................................................................. 3 credits
Characteristics of Physical & Health Disabilities

**Student Teaching, 8 total credits**
SPE 594 ~ ................................................................. 4 credits
Special Education Student Teaching: Part A
SPE 595 ~ ................................................................. 4 credits
Special Education Student Teaching: Part B

The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/SPE

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

**Candidacy Status for the MAED/SPE**
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Degree Completion Requirements for the MAED/SPE**

- A minimum of 46 graduate credits in the Required Program Category Preferred Sequence.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours).

To ensure students meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The diploma awarded for this program will read as: Master of Arts in Education
  Special Education

Academic Progression Requirements for the MAED/SPE
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
• Immunization or TB test results (District specific)
• Passing scores on the designated state content knowledge exam.
• Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/SPE
• A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SPE 594 and SPE 595.
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/SPE program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/SPE
• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Residency Requirements and Course Waivers for the MAED/SPE
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, RDG 570, SPE 546, SPE 559, SPE 575, SPE 578, SPE 594, SPE 595

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

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<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506 MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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</tbody>
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Field Experience for the MAED/SPE
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation/interview, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.
Student Teaching for the MAED/SPE

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical special education student teaching setting.
- Students who are already teaching in an appropriate K-12 cross-categorical special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 cross-categorical special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Special Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Course Descriptions for the MAED/SPE

MTE 507 .............................................................. 0 credits

Orientation to Teacher Education

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 ........................................................................ 1 credit

Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

SPE 513 ....................................................................... 3 credits

Orientation to the Exceptional Child

This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

SPE 578 ........................................................................ 3 credits

Models, Theories and Instructional Strategies for SPE

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

SPE 546 ....................................................................... 3 credits

Special Education Methods

This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.

SPE 575 ....................................................................... 3 credits

Inclusion Strategies of the Special Educator

This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.
SPE 512 ......................................................................................3 credits
Special Education Assessment and Interpretation
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.

RDG 570 ...................................................................................4 credits
Curriculum Const and Asstn: Reading and Lang Arts for SPE
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

SEI 500 ....................................................................................3 credits
Structured English Immersion
This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.

SEI 503 ....................................................................................3 credits
Advanced Structured English Immersion Methods
This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

SPE 574 ......................................................................................3 credits
Characteristics of Intellectual/Developmental Disabilities
This course examines issues related to the instruction of students with intellectual and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with intellectual and developmental disabilities.

SPE 559 ....................................................................................3 credits
Characteristics of Learning Disabilities
This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

SPE 544 ....................................................................................3 credits
Characteristics of Emotional & Behavioral Disorders
This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 556 ....................................................................................3 credits
Characteristics of Physical & Health Disabilities
This course provides an overview of the unique characteristics, learning styles, and challenges faced by children with physical handicaps and other health disabilities. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special services within the schools. Various program models available through public, private, and hospital settings will be reviewed. The impact of inclusive education and self-contained placements on this population will be analyzed.

SPE 594 .....................................................................................4 credits
Special Education Student Teaching: Part A
This course focuses on the design and implementation of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 595 .....................................................................................4 credits
Special Education Student Teaching: Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
The Master of Arts in Education (MAED) with a specialization in Early Childhood Education is a graduate degree program preparing candidates for teacher licensure in the field of early childhood (birth to age eight). Candidates for this program have already earned a bachelor’s degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming competent and effective early childhood educators. The curriculum is based on state and national standards for early childhood education. It includes theories of early childhood growth and development, the significance of family and cultural diversity for learning, the use of developmentally appropriate practices, assessment techniques, and technology to promote learning. Student teaching is an integral component of the Early Childhood Education Program. It provides students with a field-based experience in two early childhood settings. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor in an early childhood setting that serves children birth through preschool as well as in an early childhood setting that serves children in kindergarten through grade three. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified early childhood educator. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of observations related to specific course content will be conducted in an early childhood setting that serves children birth through preschool as well as in an early childhood setting that serves children in kindergarten through grade three. Documentation will be maintained in the students professional portfolio.

This program is an Arizona-approved program designed to meet the academic requirements for Arizona certification.

Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 360-725-6320 or profed@k12.wa.us to determine whether this education program is approved for teacher certification or endorsements in Washington State. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ech.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

### Program Category Requirements and Course Selections

#### Orientation, 0 total credits
- MTE 507: Orientation to Teacher Education

#### Introductory Course, 1 total credit
- COM 516: Professional Communications

#### Foundations of Early Childhood Development, 3 total credits
- ECH 506: Introduction to Early Childhood Education

#### Educational Theories and Models, 6 total credits
- ECH 508: Models, Theories and Instructional Strategies for Early Childhood Education
- ECH 523: Maintaining an Effective Learning Climate

#### Early Childhood Development, 3 total credits
- ECH 513: Growth and Development in Early Childhood

#### Assessment, 3 total credits
- ECH 514: Early Childhood Assessment Strategies
- ECH 538: Methods of Teaching in Early Childhood: Language and Literacy

#### Special Populations, 8 total credits
- SEI 500: Structured English Immersion
- ECH 514: Assessment of Special Populations
- ECH 508: Advanced Structured English Immersion Methods

#### Instructional Methods, 10 total credits
- ECH 527: Methods of Teaching in Early Childhood: The Arts
- ECH 539: Methods of Teaching in Early Childhood: Mathematics and Science

#### Student Teaching, 8 total credits
- ECH 598: Methods of Teaching in Early Childhood: Social Studies
- ECH 599: Methods of Teaching in Early Childhood: Physical Education
- ECH 599: Early Childhood Student Teaching Part A
- ECH 599: Early Childhood Student Teaching Part B

The University reserves the right to modify the required course of Study.
Additional Admission Requirements for the MAED/ECH
All applicants are expected to meet the following admissions requirements:
• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/ECH
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  • Demonstration of basic skills proficiency
  • Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/ECH
• Completion of a minimum of 46 credits.
• A minimum of 46 graduate credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The diploma for this program will read as follows:
  Master of Arts in Education
  Early Childhood Education

Academic Progression Requirements for the MAED/ECH
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
• Verification of immunization or TB test results (District specific)
• Passing scores on the designated state content knowledge exam.
• Verification of the completion of 100 hours of field experience

Minimum Grade Requirements for the MAED/ECH
• A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: ECH 598, ECH 599
• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete the MAED/ECH program. Candidates who do not earn a “B” or better will be required to repeat the seminars and student teaching.
• If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.
Institutional Recommendation for the MAED/ECH
- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
- Arizona or Online students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 10 years.

Residency Requirements and Course Waivers for the MAED/ECH
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, ECH 508, ECH 514, ECH 523, ECH 538, ECH 539, ECH 598, ECH 599, MTE 507
Arizona residents may waive SEI 500 and/or SEI 503 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:
- Arizona Provisional SEI Endorsement (SEI/500)
- Arizona Full SEI Endorsement (SEI/500 and SEI/503)
- Arizona English as a Second Language Endorsement
- Arizona Bilingual Endorsement
Approved SEI courses/workshops can be found at https://www.ade.az.gov/oelas/.

Field Experience for the MAED/ECH
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of early childhood developmental levels. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/ECH
Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a “B” or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a “B” or better will be required to repeat the seminar and student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/ECH program must student teach in an early childhood setting (Birth - Age 8). Candidates are required to complete two separate student teaching experiences for a total of twelve (12) weeks. Student teaching must include a minimum of six (6) weeks in a teaching setting serving children birth through preschool/pre-kindergarten and a minimum of six (6) weeks in a teaching setting serving children in kindergarten through Grade 3. The birth through preschool/pre-kindergarten student teaching site must be licensed by the Department of Health Services or regulated by tribal or military authorities.
- Candidates in the MAED/ECH program may not student teach in special education.
- MAED/ECH candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing, can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix online campus. A selected number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Course Descriptions for the MAED/ECH

MTE 507 .............................................................................................. 0 credits

Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 .................................................................................................. 1 credit

Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

ECH 506 .............................................................................................. 3 credits

Introduction to Early Childhood Education
This course provides an overview of early childhood education for children, birth through age eight. Topics include theories and history of early childhood education, play theories, program types and models, and public policy trends. The course examines the significance of developmentally effective learning experiences throughout early childhood programs.

ECH 508 .............................................................................................. 3 credits

Models, Theories and Instructional Strategies for Early Childhood Education
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

ECH 523 .............................................................................................. 3 credits

Maintaining an Effective Learning Climate
This course examines developmentally effective strategies used in managing a positive classroom environment within the framework of special needs students ages birth to grade three. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, technology integration, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for an early childhood setting.

ECH 513 .............................................................................................. 3 credits

Growth and Development in Early Childhood
This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language and literacy development of children from birth through age eight. The course discusses both typical and atypical development of young children of diverse cultural backgrounds. It includes observation and activities to guide teachers and caregivers in providing opportunities that support the physical, social, emotional, language, and cognitive development of children from birth through age eight.

ECH 548 .............................................................................................. 3 credits

Early Childhood Assessment Strategies
This course provides exposure to a variety of assessment techniques in early childhood education, including children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Emphasis is placed on developmental and differentiated assessment strategies for children birth through age eight.

ECH 538 .............................................................................................. 4 credits

Methods of Teaching in Early Childhood: Language and Literacy
This course focuses on children’s language and literacy development from birth to age eight. Students examine theories of language development, including theories of second language acquisition and the needs of English Language Learners. They also explore strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards and development of hands-on learning experiences are emphasized. Additionally, developmentally effective assessments are discussed as a means of informing instruction.

ECH 513 .............................................................................................. 3 credits

Structured English Immersion
This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.

ECH 514 .............................................................................................. 2 credits

Survey of Special Populations
This course provides an overview of exceptionalities in early childhood education. It focuses on differentiated methods and techniques used for the identification, assessment, and instruction of students ages birth to grade three who have special needs. Historical perspectives and information related to special education law and current policies and practices are examined.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SEI 503</td>
<td>Advanced Structured English Immersion Methods</td>
<td>3</td>
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<tr>
<td>ECH 527</td>
<td>Methods of Teaching in Early Childhood: The Arts</td>
<td>2</td>
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<td>ECH 534</td>
<td>Methods of Teaching in Early Childhood: Social Studies</td>
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<td>ECH 539</td>
<td>Methods of Teaching in Early Childhood: Mathematics and Science</td>
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<td>ECH 526</td>
<td>Methods of Teaching in Early Childhood: Physical Education</td>
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<td>ECH 598</td>
<td>Early Childhood Student Teaching Part A</td>
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<tr>
<td>ECH 599</td>
<td>Early Childhood Student Teaching Part B</td>
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**SEI 503: Advanced Structured English Immersion Methods**

This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

**ECH 527: Methods of Teaching in Early Childhood: The Arts**

This course focuses on understanding and using developmentally effective practices to teach and to integrate music, creative movement, dance, drama, and art in early childhood education. Curricular content, modifications, development of hands-on learning experiences, and integration of content area standards are explored. A foundation in effective teaching and assessment methodologies in the early childhood setting is provided.

**ECH 534: Methods of Teaching in Early Childhood: Social Studies**

This course provides a solid foundation in program content and methodology for the teaching of social studies. It explores curricular content, modifications, development of hands-on learning experiences, integration of content area standards, and the impact of new technology. Effective instructional methodologies for teaching social studies are addressed.

**ECH 526: Methods of Teaching in Early Childhood: Physical Education**

This course provides a foundation in content and methodology for the teaching of physical education, including movement and health, for children birth through age eight. It focuses on understanding and using developmentally effective practices in teaching and integrating movement, physical activity, and physical education in early childhood settings. Curricular content, modifications, development of hands-on learning experiences, integration of content area standards, and the impact of new technology are explored.

**ECH 598: Early Childhood Student Teaching Part A**

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

**ECH 599: Early Childhood Student Teaching Part B**

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on early childhood student teaching classroom experiences.
### Master of Arts in Education/Early Childhood Education (Colorado)

The following Master of Arts in Education/Early Childhood Education (MAED/ECH) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education (MAED) with a specialization in Early Childhood Education is a graduate degree program preparing candidates for teacher licensure in the field of early childhood (birth to age eight). Candidates for this program have already earned a bachelor's degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming competent and effective early childhood educators. The curriculum is based on state and national standards for early childhood education. It includes theories of early childhood growth and development, the significance of family and cultural diversity for learning, the use of developmentally appropriate practices, assessment techniques, and technology to promote learning. Student teaching is an integral component of the Early Childhood Education Program. It provides students with a field-based experience in two early childhood settings. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor in an early childhood setting that serves children birth through preschool as well as in an early childhood setting that serves children in kindergarten through grade three. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified early childhood educator. Throughout the program, students are required to complete a minimum of 200 hours of verified field experiences. The focus of observations related to specific course content will be conducted in an early childhood setting that serves children birth through preschool as well as in an early childhood setting that serves children in kindergarten through grade three. Documentation will be maintained in the students professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at [http://www.phoenix.edu/programs/maed-ech](http://www.phoenix.edu/programs/maed-ech).

Courses requiring prerequisites are identified by a ~ symbol following the course number.

#### Program Category Requirements and Course Selections

**Orientation, 0 total credits**

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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MTE 507</td>
<td>Orientation to Teacher Education</td>
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**Introductory Course, 1 total credit**

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<th>Course Code</th>
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<tbody>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
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**Foundations of Early Childhood Development, 6 total credits**

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<th>Title</th>
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</tr>
<tr>
<td>ECH 513</td>
<td>Growth and Development in Early Childhood</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Assessment, 3 total credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ECH 548</td>
<td>Early Childhood Assessment Strategies</td>
<td>3 credits</td>
</tr>
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</table>

**Reading and Literacy, 3 total credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>RDG 500</td>
<td>Scientifically Based Reading Instruction</td>
<td>3 credits</td>
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</table>

**Special Populations, 5 total credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECH 514</td>
<td>Survey of Special Populations</td>
<td>2 credits</td>
</tr>
<tr>
<td>ECH 527</td>
<td>Educational Theories and Models</td>
<td>2 credits</td>
</tr>
<tr>
<td>ECH 534</td>
<td>Methods of Teaching in Early Childhood: Mathematics and Science</td>
<td>2 credits</td>
</tr>
<tr>
<td>ECH 539</td>
<td>Methods of Teaching in Early Childhood: The Arts</td>
<td>4 credits</td>
</tr>
<tr>
<td>ECH 548</td>
<td>Methods of Teaching in Early Childhood: Physical Education</td>
<td>3 credits</td>
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**Instructional Methods, 10 total credits**

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<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ECH 522</td>
<td>Student Teaching</td>
<td>2 credits</td>
</tr>
<tr>
<td>ECH 539</td>
<td>Early Childhood Student Teaching Part A</td>
<td>4 credits</td>
</tr>
<tr>
<td>ECH 598</td>
<td>Early Childhood Student Teaching Part B</td>
<td>4 credits</td>
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**Student Teaching, 8 total credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECH 598</td>
<td>Early Childhood Student Teaching Part A</td>
<td>4 credits</td>
</tr>
<tr>
<td>ECH 599</td>
<td>Early Childhood Student Teaching Part B</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

**Educational Theories and Models, 6 total credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECH 508</td>
<td>Models, Theories and Instructional Strategies for Early Childhood Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>ECH 523</td>
<td>Maintaining an Effective Learning Climate</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

### Additional Admission Requirements for the MAED/ECH

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

**Candidacy Status for the MAED/ECH**

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Degree Completion Requirements for the MAED/ECH**

- Completion of a minimum of 42 credits.
- A minimum of 42 graduate credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (200 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma for this program will read as follows:
  - Master of Arts in Education
  - Early Childhood Education

**Academic Progression Requirements for the MAED/ECH**

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District/state specific)
- Content knowledge mastery prior to student teaching (PRAXIS content exam)
- Verification of the completion of 200 hours of field experience

**Minimum Grade Requirements for the MAED/ECH**

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: ECH 598, ECH 599
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/ECH program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**Institutional Recommendation for the MAED/ECH**

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
Residency Requirements and Course Waivers for the MAED/ECH

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 36 graduate level credits at the University.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, ECH 508, ECH 514, ECH 523, ECH 539, ECH 598, ECH 599, MTE 507, RDG 500

Field Experience for the MAED/ECH

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 200 hours of verified field experiences, covering a variety of early childhood developmental levels. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/ECH

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
• Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
• Student teaching can only be repeated one time.
• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
• Candidates are required to complete two separate student teaching experiences for a total of fifteen (15) weeks. Student teaching must include a teaching setting serving children birth through preschool/prekindergarten and a teaching setting serving children in kindergarten through Grade 3 with students of varying abilities. The birth through preschool/prekindergarten student teaching site must be licensed by the appropriate state agency or regulated by tribal or military authorities.
• Candidates in the MAED/ECH program may not student teach in special education.
• MAED/ECH candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing, can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.
Course Descriptions for the MAED/ECH

MTE 507 ....................................................................................... 0 credits

Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 .................................................................................... 1 credit

Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

ECH 506 .................................................................................. 3 credits

Introduction to Early Childhood Education
This course provides an overview of early childhood education for children, birth through age eight. Topics include theories and history of early childhood education, play theories, program types and models, and public policy trends. The course examines the significance of developmentally effective learning experiences throughout early childhood programs.

ECH 513 .................................................................................. 3 credits

Growth and Development in Early Childhood
This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language and literacy development of children from birth through age eight. The course discusses both typical and atypical development of young children of diverse cultural backgrounds. It includes observation and activities to guide teachers and caregivers in providing opportunities that support the physical, social, emotional, language, and cognitive development of children from birth through age eight.

ECH 548 .................................................................................. 3 credits

Early Childhood Assessment Strategies
This course provides exposure to a variety of assessment techniques in early childhood education, including children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Emphasis is placed on developmental and differentiated assessment strategies for children birth through age eight.

RDG 500 .................................................................................. 3 credits

Scientifically Based Reading Instruction
This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children’s performance in reading and in the language arts are also emphasized.

ECH 514 .................................................................................. 2 credits

Survey of Special Populations
This course provides an overview of exceptionality in early childhood education. It focuses on differentiated methods and techniques used for the identification, assessment, and instruction of students ages birth to grade three who have special needs. Historical perspectives and information related to special education law and current policies and practices are examined.

MTE 553 .................................................................................. 3 credits

Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

ECH 527 .................................................................................. 2 credits

Methods of Teaching in Early Childhood: The Arts
This course focuses on understanding and using developmentally effective practices to teach and to integrate music, creative movement, dance, drama, and art in early childhood education. Curriculum content, modifications, development of hands-on learning experiences, and integration of content area standards are explored. A foundation in effective teaching and assessment methodologies in the early childhood setting is provided.

ECH 539 .................................................................................. 4 credits

Methods of Teaching in Early Childhood: Mathematics and Science
This course focuses on understanding and using developmentally effective practices to teach and to integrate mathematics and science concepts and skills in early childhood education (birth through age eight). Developing meaningful curricular content, modifications, hands-on learning experiences, and integration of early childhood content area standards are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.
ECH 534 ................................................................. 2 credits  
Methods of Teaching in Early Childhood: Social Studies  
This course provides a solid foundation in program content and methodology for the teaching of social studies. It explores curricular content, modifications, development of hands-on learning experiences, integration of content area standards, and the impact of new technology. Effective instructional methodologies for teaching social studies are addressed.

ECH 526 ................................................................. 2 credits  
Methods of Teaching in Early Childhood: Physical Education  
This course provides a foundation in content and methodology for the teaching of physical education, including movement and health, for children birth through age eight. It focuses on understanding and using developmentally effective practices in teaching and integrating movement, physical activity, and physical education in early childhood settings. Curricular content, modifications, development of hands-on learning experiences, integration of content area standards, and the impact of new technology are explored.

ECH 598 ................................................................. 4 credits  
Early Childhood Student Teaching Part A  
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

ECH 599 ................................................................. 4 credits  
Early Childhood Student Teaching Part B  
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on early childhood student teaching classroom experiences.

ECH 508 ................................................................. 3 credits  
Models, Theories and Instructional Strategies for Early Childhood Education  
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

ECH 523 ................................................................. 3 credits  
Maintaining an Effective Learning Climate  
This course examines developmentally effective strategies used in managing a positive classroom environment within the framework of special needs students ages birth to grade three. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, technology integration, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for an early childhood setting.
Students must select two electives from the following:
AET 545.................................................................................... 3 credits
E-Learning Design Technologies
AET 550.................................................................................... 3 credits
Performance Improvement and Management
EDA 524 ................................................................................... 3 credits
Supervision of Curriculum, Instruction and Assessment
EDA 565 ................................................................................... 3 credits
School Improvement Processes
EDA 575 ................................................................................... 3 credits
Family, Community and Media Relations
The University reserves the right to modify the Program Requirements.

Additional Admission Requirements for the MAED/TL
All applicants are expected to meet the following admissions requirements:
• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/TL
• Completion of a minimum of 38 credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion of the action research proposal.
• Students must take courses within a sequence specified by course prerequisite requirements.
• The diploma awarded for this program will read as: Master of Arts in Education Teacher Leadership

Residency Requirements and Course Waivers for the MAED/TL
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of prior graduate level coursework.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
The following courses in the Required Course of Study may not be waived: COM 516, EDD 581.

Course Descriptions for the MAED/TL
COM 516.................................................................................... 1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
EDL 501.................................................................................... 0 credits
Orientation to Teacher Leadership
This course is designed to provide an orientation to the primary components of the Teacher Leadership Program. Students will be introduced to the program’s degree completion requirements. Course overviews, field experience, E-Portfolios, and technology resources will be discussed. Check with your local campus to see if this course is necessary.
EDL 500 ................................................................. 3 credits

**Personal Leadership**

This course focuses on developing a personal philosophy of leadership. Students engage in self-assessment activities that reveal how individual values and beliefs directly influence personal leadership. Students examine their own organization and stakeholders who may play a role in their journey in school leadership. Aspects of effective communication are also addressed as students explore contemporary leadership theorists and popular beliefs behind organizations and school systems that will help build a foundation for personal growth.

EDL 505 ................................................................. 3 credits

**Cultural Competency**

Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates’ understanding of teaching and learning through examination of the diverse make-up of today’s communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.

EDL 510 ................................................................. 3 credits

**Teacher Leadership in a Global Society**

This course focuses on contemporary theories of school reform and effective teacher leadership in a global society. Performance indicators and dispositions as related to evaluation or decision making are explored. Candidates examine components of effective teacher leadership, including empowering others, building collaborative organizational cultures, and making informed decisions for strategic planning, while creating a vision of change. They also explore how effective leadership provides them with multiple opportunities to critically analyze and apply various leadership styles. Course content reflects research-based frameworks on leadership and leadership processes that will assist candidates in becoming effective teacher leaders. Candidate participate in a theoretical and applied learning approach, which incorporates research and reflective writing activities, case studies, self-assessment, and collaborative team projects that are closely aligned with the National Board Professional Teaching Standards.

AET 541 ................................................................. 3 credits

**E-Learning**

This course focuses on e-learning for adult learners. Students will apply instructional design techniques, learning theory, and technical tools to propose appropriate e-learning solutions to knowledge gaps and performance challenges.

EDL 515 ................................................................. 3 credits

**Organizational Leadership**

This course focuses on the principles of organizational leadership. It examines the origins and components of effective organizations, as well as frames of leadership. Candidates apply their knowledge of these frames in reflecting on their organization. Additionally, they learn the skills to reframe their organization, provide leadership in turbulent times, and become agents and advocates of change.

EDL 520 ................................................................. 3 credits

**Instructional Leadership**

This course is designed to provide professional teachers an introduction to instructional leadership. Candidates utilize an instrument of self-assessment and explore opportunities for leadership with reference to theoretical and practical aspects of school improvement. Candidates create a leadership plan that outlines long-term and short-term goals for continuous development of their leadership skills. In addition, they evaluate instructional practices, determine the effectiveness of teaching within the school curriculum, and propose appropriate strategies to improve instructional performance as outlined in research and theory as “best practices.”

EDL 525 ................................................................. 3 credits

**Accountability and Evaluation**

This course is designed to provide teacher leaders with an understanding of assessment, evaluation, and accountability components that are necessary to analyze curriculum, educational resources, test data and current accountability regulations. Students will apply procedures for evaluating and recommending strategies for improving the quality and effectiveness of curriculum and assessment as they relate to instruction.

EDL 531 ................................................................. 3 credits

**Mentoring and Coaching**

This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

EDL 535 ................................................................. 3 credits

**Legal and Ethical Issues in Education**

This course provides teacher leaders with the opportunity to examine current legal and ethical issues in the educational setting. Legal and ethical issues will be identified through action research activities covering current laws, policies and politics, moral issues, academic integrity, privacy and confidentiality, legal issues involved in grant writing and discrimination and equal protection. These issues will be analyzed and discussed to determine how teacher leaders will be able to provide support to teachers and students with the purpose of improving current educational practices.

EDD 581 ................................................................. 4 credits

**Action Research and Evaluation**

This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.
AET 545 ................................................................................... 3 credits
E-Learning Design Technologies
This course provides adult learners the opportunity to design a Web-based e-learning tutorial. The focus is on the importance of planning, principles of good Web-page design, storyboard, and elements of multimedia. Web-based design standards, as well as appropriate use of Web pages and multimedia, are analyzed. It reviews e-learning software, computer-mediated delivery platforms, and learning management systems.
AET 550 ................................................................................... 3 credits
Performance Improvement and Management
This course provides learners with an overview of performance improvement principles. Learners identify and analyze organizational performance gaps, create learning interventions to diminish those gaps, and evaluate training using Kirkpatrick’s four levels.
EDA 524 ................................................................................... 3 credits
Supervision of Curriculum, Instruction and Assessment
This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.
EDA 565 ................................................................................... 3 credits
School Improvement Processes
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.
EDA 575 ................................................................................... 3 credits
Family, Community and Media Relations
This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs, establishing reciprocal relationships, the use of conflict resolution and decision making tools, and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

Master of Arts in Education/Educational Studies
The following Master of Arts in Education/Educational Studies (MAED/ES) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Educational Studies (MAED/ES) degree is a non-teaching degree designed to facilitate the development of professional knowledge, skills and understanding of the teaching and learning process. The program provides students with information across a variety of education topics with an emphasis in the field of education.

**Note: Students enrolled in this degree program are ineligible to receive Federal Student Financial Aid.**

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements for the MAED/ES
Students must select one course from each Elective category selection below to complete the 6 credit requirement:

**Elective One, 3 total credits**
AET 505................................................................................... 3 credits
Foundations of Adult Education and Training
AET 510................................................................................... 3 credits
Critical Issues and Trends in Adult Education and Training
AET 545................................................................................... 3 credits
E-Learning Design Technologies
AET 555................................................................................... 3 credits
Overview of the Community College

**Elective Two, 3 total credits**
EDL 500................................................................................... 3 credits
Personal Leadership
EDL 510................................................................................... 3 credits
Teacher Leadership in a Global Society
EDL 531................................................................................... 3 credits
Mentoring and Coaching
EDL 520................................................................................... 3 credits
Instructional Leadership

The University reserves the right to modify the Program Requirements.
Additional Admission Requirements for the MAED/ES

Applicants are expected to meet all admissions requirements:

- Applicants enrolling in this program must meet all admission requirements from their University of Phoenix previous pre-licensure program.
- The University of Phoenix previous pre-licensure programs eligible for admission to the MAED/ES are the following: MAED/TED-E, MAED/TEDEE, MAED/TEDEM, MAED/TEDMS, MAED/TEDMG, MAED/TEDMM, MAED/TEDSM, MAED/TEDSS, MAED/TED-S, MAED/SPE, MAED/ECH.
  
  Note: Some restrictions apply to the MAED/ECH program. Please contact your campus representative for more information.
- Applicants to this program must have completed all coursework from their University of Phoenix previous pre-licensure program with the exception of both Student Teaching courses.
- Students will be eligible for admission to the MAED/ES program provided that the Enrollment Agreement sign date for the previous pre-licensure program is no more than six and a half (6.5) years in the past. Applicants must be able to complete all requirements of the degree within 7 years of the Enrollment Agreement sign date of the previous pre-licensure program.

Degree Completion Requirements for the MAED/ES

- Completion of a minimum of 32 credits to earn a university degree.
- Completion of two (2) MAED/ES Elective courses in addition to all completed coursework from the previous pre-licensure program, with the exception of student teaching.
- A minimum grade point average (GPA) of 3.0.
- MAED/ES graduates will not be permitted to return to complete student teaching and receive a degree in any previous pre-licensure program at the University.
- The diploma awarded for this program will read as: Master of Arts in Education Educational Studies

Residency Requirement for the MAED/ES

Students must meet the established University residency requirement for degree conferral. The University requires that all six (6) Elective credits must be completed in order to meet residency.

Course Descriptions for the MAED/ES

AET 505 ....................................................................................3 credits
Foundations of Adult Education and Training
This course focuses on the principles of adult learning and andragogical theory. It addresses the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Additionally, the course investigates factors that influence adult education and training environments such as motivation, critical thinking skills, and ethics.

AET 510 ....................................................................................3 credits
Critical Issues and Trends in Adult Education and Training
This course explores trends, issues, and innovative programs in adult education and training. It focuses on the demographics of adult learners and on the implications of diversity for instruction. Learners examine political, cultural, social, and ethical issues that impact adult education and training. The course also examines these issues within an historical context.

AET 545 ....................................................................................3 credits
E-Learning Design Technologies
This course provides adult learners the opportunity to design a Web-based e-learning tutorial. The focus is on the importance of planning, principles of good Web-page design, storyboarding, and elements of multimedia. Web-based design standards, as well as appropriate use of Web pages and multimedia, are analyzed. It reviews e-learning software, computer-mediated delivery platforms, and learning management systems.

AET 555 ....................................................................................3 credits
Overview of the Community College
This course provides adult learners the opportunity to design a Web-based e-learning tutorial. The focus is on the importance of planning, principles of good Web-page design, storyboarding, and elements of multimedia. Web-based design standards, as well as appropriate use of Web pages and multimedia, are analyzed. It reviews e-learning software, computer-mediated delivery platforms, and learning management systems.

This course also examines the history and development, mission and purpose, functions, governance and organization, and trends and issues of community colleges.
EDL 500 ................................................................................... 3 credits

**Personal Leadership**

This course focuses on developing a personal philosophy of leadership. Students engage in self-assessment activities that reveal how individual values and beliefs directly influence personal leadership. Students examine their own organization and stakeholders who may play a role in their journey in school leadership. Aspects of effective communication are also addressed as students explore contemporary leadership theorists and popular beliefs behind organizations and school systems that will help build a foundation for personal growth.

EDL 510 ................................................................................... 3 credits

**Teacher Leadership in a Global Society**

This course focuses on contemporary theories of school reform and effective teacher leadership in a global society. Performance indicators and dispositions as related to evaluation or decision making are explored. Candidates examine components of effective teacher leadership, including empowering others, building collaborative organizational cultures, and making informed decisions for strategic planning, while creating a vision of change. They also explore how effective leadership provides them with multiple opportunities to critically analyze and apply various leadership styles. Course content reflects research-based frameworks on leadership and leadership processes that will assist candidates in becoming effective teacher leaders. Candidate participate in a theoretical and applied learning approach, which incorporates research and reflective writing activities, case studies, self-assessment, and collaborative team projects that are closely aligned with the National Board Professional Teaching Standards.

EDL 531 ................................................................................... 3 credits

**Mentoring and Coaching**

This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

EDL 520 ................................................................................... 3 credits

**Instructional Leadership**

This course is designed to provide professional teachers an introduction to instructional leadership. Candidates utilize an instrument of self-assessment and explore opportunities for leadership with reference to theoretical and practical aspects of school improvement. Candidates create a leadership plan that outlines long-term and short-term goals for continuous development of their leadership skills. In addition, they evaluate instructional practices, determine the effectiveness of teaching within the school curriculum, and propose appropriate strategies to improve instructional performance as outlined in research and theory as “best practices.”

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**Master of Arts in Education/Curriculum and Instruction**

The following Master of Arts in Education/Curriculum and Instruction (MAED/CI) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education program with a specialization in Curriculum and Instruction is intended to afford P-12 educators the opportunity to enhance their curriculum, instruction, and leadership repertoire by expanding their knowledge of assessment, instructional strategies, integration of technology, professional development, data-driven decision making, and mentoring and coaching. Educators will develop teacher leadership skills by exploring the latest research, trends, and strategies. Graduates will be able to effectively collaborate with all stakeholders and serve their students, colleagues, and communities as ethical leaders committed to excellence.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ci.

Courses requiring prerequisites are identified by a ~ symbol following the course number. In most instances, students must complete Foundation courses prior to the Specialization.

**MAED/CI Required Course of Study**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CUR 500</td>
<td>Professional Communications</td>
<td>3</td>
</tr>
<tr>
<td>CUR 505</td>
<td>Social and Global Perspectives of Teacher Leadership</td>
<td>3</td>
</tr>
<tr>
<td>CUR 506</td>
<td>Theories and Best Practices of Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>CUR 515</td>
<td>Critical Thinking and Innovative Skills</td>
<td>3</td>
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<tr>
<td>CUR 520</td>
<td>Advocating for Learning</td>
<td>3</td>
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<td>CUR 525</td>
<td>Ethical Issues in Education</td>
<td>3</td>
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<td>CUR 530</td>
<td>Assessment and Evaluation Models</td>
<td>3</td>
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<td>CUR 535</td>
<td>Research for Improved Practice</td>
<td>4</td>
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<tr>
<td>CUR 540</td>
<td>Methods of Coaching in the Instructional Setting</td>
<td>3</td>
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<tr>
<td>CUR 545</td>
<td>Using Technology for Teaching and Learning</td>
<td>3</td>
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<tr>
<td>CUR 550</td>
<td>Engaging in Communities of Practice</td>
<td>3</td>
</tr>
<tr>
<td>CUR 555</td>
<td>Professional Learning for Continuous Improvement</td>
<td>3</td>
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</tbody>
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For more information, please visit our website at http://www.phoenix.edu/programs/maed-ci.
Additional Admission Requirements for the MAED/CI

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/CI

- The completion of a minimum of 35 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Arts in Education Curriculum and Instruction

Residency Requirements and Course Waivers for the MAED/CI

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 29 graduate level credits at the University.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or a foreign institution recognized/authorized by the country’s Ministry of Education.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516

Course Descriptions for the MAED/CI

COM 516 ................................................................. 1 credit

**Professional Communications**

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

CUR 505 ................................................................. 3 credits

**Social and Global Perspectives of Teacher Leadership**

Learners in this course have the opportunity to analyze the field of education from a social and global perspective. Learners investigate the implications of the globalization of knowledge on micro and macro educational systems. Multicultural implications, diversity, and the use of technology as a vehicle of pedagogy are explored. Emphasis is on building collaborative organizational communities and empowering teacher leaders to think strategically about school change.

CUR 506 ................................................................. 3 credits

**Theories and Best Practices of Curriculum and Instruction**

This course focuses on applying curricular theory to best practices in the 21st century classroom. Candidates explore the social and political foundations of curriculum and instruction and current research in this area. They analyze curriculum philosophy and planning as well as practical applications and innovations in curriculum design. Special attention is given to the use of technology in the development of effective learning environments and instruction in the 21st century classroom.

CUR 515 ................................................................. 3 credits

**Critical Thinking and Innovative Skills**

Learners in this course explore the development and application of critical thinking skills for all academic content areas in elementary, middle school, and high school settings. Participants identify the educational needs of students by exploring current instructional theories, models, and strategies; and state, local, and national standards as they relate to developing critical thinking skills in classroom teaching. Prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

CUR 520 ................................................................. 3 credits

**Advocating for Learning**

Learners examine dispositions and beliefs regarding teaching and learning for all students. This course includes discussions about supportive and engaging learning environments, along with collaboration with other professionals to develop strategies that promote student learning. Using assessment data, learners will differentiate instruction and employ appropriate strategies for students. Learners will explore advocacy through course materials, practical exercises and engaging group activities.
CUR 525 ................................................................. 3 credits
Ethical Issues in Education
Learners examine the ethical framework and challenges of teachers and teacher leaders in today's schools. The professional educational leader fosters ethical practices and engages in purposeful ethical decision-making. Learners will ethically respond to social and political issues in education through case studies, field experiences, and other readings and interactions. Ethical leadership and decision-making will be analyzed and discussed to determine how educational leaders will be able to provide support to teachers, students, and other constituents with the purpose of improving current educational practices.

CUR 530 ................................................................. 3 credits
Assessment and Evaluation Models
In this course, learners use assessment data through a systematic process to make informed decisions and to evaluate classroom and school-wide learning outcomes. Emphasis is placed on the design, implementation, and analysis of formative assessments while other types of assessments are explored. Learners will use this assessment knowledge to design and analyze a comprehensive assessment plan in a K-12 setting.

CUR 535 ................................................................. 4 credits
Research for Improved Practice
Learners examine the process of conducting their own classroom-based or school-based research. The course provides practical experience with action research components in the educational setting for everyday instruction. Learners will use research and data to enhance the instructional environment and to promote lifelong learning.

CUR 540 ................................................................. 3 credits
Methods of Coaching in the Instructional Setting
This course provides an examination of how systemic processes, experiential learning, and coaching strategies positively affect teaching and learning outcomes. Learners examine the interchangeable competencies of coaching and mentoring including roles, fostering relationships, ethical guidelines, building learning communities, effective communication, self-reflective problem solving, conflict resolution, facilitating learning, and accountability. Learners will be equipped with content knowledge, real life application opportunities, tools, and specific strategies that can be applied in both instructional leadership and coaching situations.

CUR 545 ................................................................. 3 credits
Using Technology for Teaching and Learning
Learners evaluate technology use and technology integration for teaching and learning while considering the value of current technologies and tools as part of an interactive experience in a 21st century classroom. Learners will review the considerations and responsibilities of using and maintaining technology in today's schools, including safety, ethics, resources, and financial needs. Using the knowledge gained in this course, learners will determine how they will advocate and be change-agents for technology integration within their districts, schools, classrooms, and the community.

CUR 550 ................................................................. 3 credits
Engaging in Communities of Practice
Learning communities are a method for the organization and operation of schools that will best meet the academic needs of students. In this course, learners examine the components of developing and maintaining school-based communities of practice to improve student achievement and assist with school improvement planning. Learners will identify resources to help them initiate, plan, and maintain communities of practice.

CUR 555 ................................................................. 3 credits
Professional Learning for Continuous Improvement
Learners will examine the relationship of professional and personal learning to school, teacher, and student need. Learners will gain an array of effective ideas, strategies, plans, methods, and tools on designing and implementing professional development to promote the intellectual and self-reflective development of teachers, as they collaborate to raise student achievement. Topics include components of high-quality staff development and learning networks.
Master of Arts in Education/Curriculum and Instruction-Reading (Arizona)

The following Master of Arts in Education/Curriculum and Instruction-Reading (MAED/CI-RD) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts program in Curriculum and Instruction with a concentration in Reading is intended for P-12 teachers who would like to expand and deepen their theoretical knowledge, instructional expertise, and use of effective digital and print resources for diverse populations in the teaching and learning of reading and literacy. The International Reading Association standards and the College of Education’s Conceptual Framework form the foundation for the focus of this program, which is to support reading professionals in learning and teaching new, research-based methodologies and in becoming advocates for collaborative, positive change in literacy education in their school, their district, and the community.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/maed-ci-rd.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits
READ 501 .............................................................................0 credits
Orientation to the Curriculum and Instr. Reading Program

Introductory Course, 1 total credit
COM 516 ..............................................................................1 credit
Professional Communications

Foundations of Curriculum and Instruction, 9 total credits
CUR 506 ~ .................................................................3 credits
Theories and Best Practices of Curriculum and Instruction
CUR 508 ~ .................................................................3 credits
Social, Political, and Cultural Contexts of Schools
CUR 510 .............................................................................3 credits
Teachers as Leaders

Foundations of Language and Literacy, 3 total credits
READ 504 ~ .................................................................3 credits
Theoretical and Research Foundations of Lang. and Literacy

Instructional Strategies for Reading and Writing, 6 total credits
READ 522 ~ .................................................................3 credits
Reading and Writing Instructional Strategies for Elementary
READ 533 ~ .................................................................3 credits
Reading and Writing Instructional Strategies for Adolescents
READ 545 (Required Selection) .................................3 credits
Culturally Responsive Reading Methods and Materials

Content Area Reading, 3 total credits
READ 523 ~ .................................................................3 credits
Content Area Reading and Writing for Elementary
READ 534 ~ .................................................................3 credits
Content Area Reading and Writing for Adolescents

Assessment, 7 total credits
EDD 581 .............................................................................4 credits
Action Research and Evaluation
READ 555 .............................................................................3 credits
Diagnosis and Remediation of Reading and Writing Difficulties

Practicum, 6 total credits
READ 560 ~ .................................................................6 credits
Reading Practicum

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/CI-RD
All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• A minimum equivalent of three (3) years post-high school work experience.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/CI-RD

• The completion of a minimum of 35 credits.

• A minimum grade point average (GPA) of 3.0.

• Completion of Practicum course with a grade of “B” or better.

• Completion of Reading Teacher Work Sample.

• Completion of e-portfolio.

• Completion of Field Experience Observation Record (50 hours).

• Students must take courses within a sequence specified by course prerequisite requirements.

• The diploma awarded for this program will read as: Master of Arts in Education

• Curriculum and Instruction Reading

Minimum Grade Requirements for the MAED/CI-RD

• A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following course: READ 560

• Candidates who earn less than a grade of “B” in this course must complete a remediation plan and repeat the course.

• If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.
Residency Requirements and Course Waivers for the MAED/CI-RD

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, EDD 581, READ 560

Practicum Policies for the MAED/CI-RD

- The practicum is a supervised experience that provides candidates an opportunity to apply knowledge and skills acquired in the reading program to reading instruction for one or more students in a public, charter, or parochial school. The required practicum is 12 weeks in length. The minimum requirement for the practicum is 120 hours. Candidates need to log a minimum of 2 hours per day, 5 days a week during the 12-week practicum. Each campus establishes operational policies related to placement and completion of the practicum.
- Candidates must follow the guidelines in place at their campus.
- Candidates must take the Practicum course concurrently with the practicum experience. If a candidate chooses to postpone the practicum, he/she must postpone their enrollment in the practicum courses.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- The practicum can only be repeated one time.
- Unapproved self-terminations of the practicum will result in the candidate receiving a failing grade for the practicum experience and the associated practicum course. This experience counts as one of their two practicum attempts.
- Candidates who do not successfully complete the second practicum experience will be removed from the program and are not eligible for re-entry.
- MAED/CI-RD candidates, who are currently employed as the teacher of record in a classroom can complete the practicum or ‘validate’ in their current classroom. Candidates will be supervised and evaluated by a reading teacher/specialist as well as by a faculty supervisor in their classroom and will not have to seek additional placement for the practicum. Students must complete the Practicum course and complete and upload the Reading Teacher Work Sample.
- Candidates should complete the practicum within twelve (12) months from the completion date of their last required course in the program.
- Candidates must complete a minimum of six (6) credit hours of practicum, including the completion of a Reading Teacher Work Sample.

Field Experience for the MAED/CI-RD

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 50 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to Practicum. Candidates must work with their campus to arrange field experience.

Course Descriptions for the MAED/CI-RD

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<tr>
<th>Course Code</th>
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<td>READ 501</td>
<td>Orientation to the Curriculum and Instr. Reading Program</td>
<td>0 credits</td>
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<tr>
<td>COM 516</td>
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<tr>
<td>CUR 506</td>
<td>Theories and Best Practices of Curriculum and Instruction</td>
<td>3 credits</td>
</tr>
<tr>
<td>CUR 508</td>
<td>Social, Political, and Cultural Contexts of Schools</td>
<td>3 credits</td>
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</tbody>
</table>
CUR 510.................................................................3 credits
Teachers as Leaders
In this course, teachers define, clarify, and reflect on their role as a leader. They explore leadership processes that utilize collaboration, coaching, mentoring, and inclusion. Additionally, they examine broad educational issues, as well as school-based issues and determine possibilities for initiating, sustaining, and building upon systemic change.

READ 504.................................................................3 credits
Theoretical and Research Foundations of Lang. and Literary
This course provides students with foundational knowledge in the study and application of research into critical issues in the field of literacy. Topics include research on the development and expansion of literacy, sociocultural influences on literacy, how research informs literacy instruction, and models of the reading process.

READ 522.................................................................3 credits
Reading and Writing Instructional Strategies for Elementary
This course considers the guiding principles of literacy development of children kindergarten through 6th grade. It examines diversity and the role of culture, community, family, and language in children’s growth as readers and writers. In addition, it considers the influence of assessment, technology, and print choices on children’s reading and writing development.

READ 533.................................................................3 credits
Reading and Writing Instructional Strategies for Adolescents
This course focuses on the most current research for teaching reading and writing to students at the middle and secondary levels. Various comprehension strategies, technology lessons, and assessment techniques are modeled. The connection between reading and writing is analyzed. Critical issues in reading are researched and debated.

READ 545.................................................................3 credits
Culturally Responsive Reading Methods and Materials
This course focuses on reading and writing instructional methods that respond to the needs of culturally and linguistically diverse learners and the selection of materials to support that instruction. Candidates select methods that meet the needs of the school and community, evaluate the materials for suitability, and create a vision for a culturally responsive classroom.

READ 523.................................................................3 credits
Content Area Reading and Writing for Elementary
This course focuses on methods and materials for teaching diverse elementary children to read and write well within various content areas. Candidates examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, classroom management techniques, technology tools, media, and print materials which enhance children’s reading and writing in content areas are also examined.

READ 534.................................................................3 credits
Content Area Reading and Writing for Adolescents
This course focuses on strategies for teaching reading and writing to 7-12 students in content-area classrooms. Various vocabulary and comprehension strategies, study techniques, and writing to learn techniques are studied. Print and non-print texts are analyzed. Issues in reading and writing in content areas are examined and debated.

EDD 581.................................................................4 credits
Action Research and Evaluation
This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

READ 555.................................................................3 credits
Diagnosis and Remediation of Rdg. and Writing Difficulties
This course focuses on assessing and addressing students’ strengths and needs in the areas of reading and writing. Topics include identifying appropriate assessments, managing implementation of assessments, and communicating assessment results to students and parents. In addition, selecting, planning, and implementing research-based instruction, selecting appropriate instructional materials, and using technology effectively are covered. The course includes a practical application project based on work with a student in a K-12 school setting.

READ 560.................................................................6 credits
Reading Practicum
In this supervised practicum, candidates apply their knowledge of language and literacy theories, research, and best practices to an ongoing assessment-instruction process. Candidates work intensively with one or more primary or intermediate struggling readers at a public, charter, or parochial school daily for six weeks. They create a supportive literacy environment, assess a student’s strengths and needs, develop an individualized instructional plan that utilizes appropriate text and electronic resources, and implement sound instructional practices via their reading and writing lessons. In addition, candidates critically reflect on their practice in a journal, and submit a final report that synthesizes their instruction and their student’s performance, reflects on the process, and makes recommendations for teachers who work with the student and for parents. The seminar also provides a forum for open discussion of goals and problem solving based on practicum experience.
Master of Arts in Education/Curriculum and Instruction-Reading (Florida)

The following Master of Arts in Education/Curriculum and Instruction-Reading (MAED/CI-RD) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts program in Curriculum and Instruction with a concentration in Reading is intended for P-12 teachers who would like to expand and deepen their theoretical knowledge, instructional expertise, and use of effective digital and print resources for diverse populations in the teaching and learning of reading and literacy. The International Reading Association standards and the College of Education’s Conceptual Framework form the foundation for the focus of this program, which is to support reading professionals in learning and teaching new, research-based methodologies and in becoming advocates for collaborative, positive change in literacy education in their school, their district, and the community.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ci-rd.

Courses requiring prerequisites are identified by a ~ symbol following the course number. In most instances, students must complete Foundation courses prior to the Specialization.

Program Category Requirements and Course Selections

Orientation, 0 total credits
READ 501 Orientation to the Curriculum and Instr. Reading Program

Introductory Course, 1 total credit
COM 516 Professional Communications

Foundations of Curriculum and Instruction, 9 total credits
CUR 506 ~ Theories and Best Practices of Curriculum and Instruction
CUR 508 ~ Social, Political, and Cultural Contexts of Schools
CUR 510 Teachers as Leaders

Foundations of Language and Literacy, 3 total credits
READ 504 ~ Theoretical and Research Foundations of Lang. and Literacy

Instructional Strategies for Reading and Writing, 6 total credits
READ 522 ~ Reading and Writing Instructional Strategies for Elementary
READ 533 ~ Reading and Writing Instructional Strategies for Adolescents
READ 545 (Required Selection) Culturally Responsive Reading Methods and Materials

Content Area Reading, 3 total credits
READ 523 ~ Content Area Reading and Writing for Elementary
READ 534 ~ Content Area Reading and Writing for Adolescents

Assessment, 7 total credits
EDD 581 Action Research and Evaluation
READ 555 Diagnosis and Remediation of Rdg. and Writing Difficulties

Practicum, 6 total credits
READ 560 Reading Practicum

For more information, please visit our website at http://www.phoenix.edu/programs/maed-ci-rd.

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/CI-RD

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- A minimum equivalent of three (3) years post-high school work experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/CI-RD

- The completion of a minimum of 35 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of Practicum course with a grade of “B” or better.
- Completion of Reading Teacher Work Sample.
- Completion of e-portfolio.
- Completion of Field Experience Observation Record (50 hours).
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Curriculum and Instruction Reading

Minimum Grade Requirements for the MAED/CI-RD

- A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following course: READ 560
- Candidates who earn less than a grade of “B” in this course must complete a remediation plan and repeat the course.
- If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.
Residency Requirements and Course Waivers for the MAED/CI-RD

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, EDD 581, READ 560

Practicum Policies for the MAED/CI-RD

- The practicum is a supervised experience that provides candidates an opportunity to apply knowledge and skills acquired in the reading program to reading instruction for one or more students in a public, charter, or parochial school. The required practicum is 12 weeks in length. The minimum requirement for the practicum is 120 hours. Candidates need to log a minimum of 2 hours per day, 5 days a week during the 12-week practicum. Each campus establishes operational policies related to placement and completion of the practicum. Candidates must follow the guidelines in place at their campus.
- Candidates must take the Practicum course concurrently with the practicum experience. If a candidate chooses to postpone the practicum, he/she must postpone their enrollment in the practicum courses.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- The practicum can only be repeated one time.
- Unapproved self-terminations of the practicum will result in the candidate receiving a failing grade for the practicum experience and the associated practicum course. This experience counts as one of their two practicum attempts.
- Candidates who do not successfully complete the second practicum experience will be removed from the program and not eligible for re-entry.
- MAED/CI-RD candidates, who are currently employed as the teacher of record in a classroom can complete the practicum or 'validate' in their current classroom. Candidates will be supervised and evaluated by a reading teacher/specialist as well as by a faculty supervisor in their classroom and will not have to seek additional placement for the practicum. Students must complete the Practicum course and complete and upload the Reading Teacher Work Sample.
- Candidates should complete the practicum within twelve (12) months from the completion date of their last required course in the program.
- Candidates must complete a minimum of six (6) credit hours of practicum, including the completion of a Reading Teacher Work Sample.

Field Experience for the MAED/CI-RD

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 50 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to Practicum. Candidates must work with their campus to arrange field experience.

Course Descriptions for the MAED/CI-RD

READ 501 .................................................................................0 credits
Orientation to the Curriculum and Instr. Reading Program
This course is designed to provide an orientation to the primary components of the Curriculum and Instruction-Reading program. Candidates are introduced to the program’s progression and degree completion requirements. Field experience, the practicum, the teacher work sample, and completion of an e-portfolio are discussed.

COM 516 ....................................................................................1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

CUR 506 ....................................................................................3 credits
Theories and Best Practices of Curriculum and Instruction
This course focuses on applying curricular theory to best practices in the 21st century classroom. Candidates explore the social and political foundations of curriculum and instruction and current research in this area. They analyze curriculum philosophy and planning as well as practical applications and innovations in curriculum design. Special attention is given to the use of technology in the development of effective learning environments and instruction in the 21st century classroom.

CUR 508 ....................................................................................3 credits
Social, Political, and Cultural Contexts of Schools
This course explores the historical, political, social, and cultural constructs of contemporary education. The course includes an investigation of how social, political, and cultural contexts have contributed to the current state of national, state, and local educational settings. Additionally, the course examines how policies influence school decision making and teacher practice. Candidates apply an inquiry-based process to identify individual, social, and cultural contexts in education; explore contemporary issues in diversity and equity in education; and demonstrate an understanding of education in a global community in order to evaluate and determine their individual role in taking action in their local setting.
CUR 510 ................................................................................ 3 credits

Teachers as Leaders

In this course, teachers define, clarify, and reflect on their role as a leader. They explore leadership processes that utilize collaboration, coaching, mentoring, and inclusion. Additionally, they examine broad educational issues, as well as school-based issues and determine possibilities for initiating, sustaining, and building upon systemic change.

READ 504 ................................................................................ 3 credits

Theoretical and Research Foundations of Lang. and Literary

This course provides students with foundational knowledge in the study and application of research into critical issues in the field of literacy. Topics include research on the development and expansion of literacy, sociocultural influences on literacy, how research informs literacy instruction, and models of the reading process.

READ 522 ................................................................................ 3 credits

Reading and Writing Instructional Strategies for Elementary

This course considers the guiding principles of literacy development of children kindergarten through 6th grade. It examines diversity and the role of culture, community, family, and language in children’s growth as readers and writers. In addition, it considers the influence of assessment, technology, and print choices on children’s reading and writing development.

READ 533 ................................................................................ 3 credits

Reading and Writing Instructional Strategies for Adolescents

This course focuses on the most current research for teaching reading and writing to students at the middle and secondary levels. Various comprehension strategies, technology lessons, and assessment techniques are modeled. The connection between reading and writing is analyzed. Critical issues in reading are researched and debated.

READ 545 ................................................................................ 3 credits

Culturally Responsive Reading Methods and Materials

This course focuses on reading and writing instructional methods that respond to the needs of culturally and linguistically diverse learners and the selection of materials to support that instruction. Candidates select methods that meet the needs of the school and community, evaluate the materials for suitability, and create a vision for a culturally responsive classroom.

READ 523 ................................................................................ 3 credits

Content Area Reading and Writing for Elementary

This course focuses on methods and materials for teaching diverse elementary children to read and write well in various content areas. Candidates examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, classroom management techniques, technology tools, media, and print materials which enhance children’s reading and writing in content areas are also examined.

READ 534 ................................................................................ 3 credits

Content Area Reading and Writing for Adolescents

This course focuses on strategies for teaching reading and writing to 7-12 students in content-area classrooms. Various vocabulary and comprehension strategies, study techniques, and writing to learn techniques are studied. Print and non-print texts are analyzed. Issues in reading and writing in content areas are examined and debated.

EDD 581 ................................................................................... 4 credits

Action Research and Evaluation

This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

READ 555 ................................................................................ 3 credits

Diagnosis and Remediation of Rdg. and Writing Difficulties

This course focuses on assessing and addressing students’ strengths and needs in the areas of reading and writing. Topics include identifying appropriate assessments, managing implementation of assessments, and communicating assessment results to students and parents. In addition, selecting, planning, and implementing research-based instruction, selecting appropriate instructional materials, and using technology effectively are covered. The course includes a practical application project based on work with a student in a K-12 school setting.

READ 560 ................................................................................ 6 credits

Reading Practicum

In this supervised practicum, candidates apply their knowledge of language and literacy theories, research, and best practices to an ongoing assessment-instruction process. Candidates work intensively with one or more primary or intermediate struggling readers at a public, charter, or parochial school daily for six weeks. They create a supportive literacy environment, assess a student’s strengths and needs, develop an individualized instructional plan that utilizes appropriate text and electronic resources, and implement sound instructional practices via their reading and writing lessons. In addition, candidates critically reflect on their practice in a journal, and submit a final report that synthesizes their instruction and their student’s performance, reflects on the process, and makes recommendations for teachers who work with the student and for parents. The seminar also provides a forum for open discussion of goals and problem solving based on practicum experience.
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The School of Advanced Studies is home to the University’s doctoral programs and represents a community of professionals who want to make a meaningful social contribution to their communities and influence change in their fields. Diverse in program offerings, the School supports advanced learning in business, management, education, health care administration, nursing, higher education administration, and psychology.

**Admission Requirements**

Most doctoral programs have additional admission requirements listed within the program specific information. All applicants to doctoral programs must meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  - or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.

- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
  - A completed and signed graduate application and application fee
  - A signed current Hardware/Software agreement verifying Internet access and multimedia equipped computer.
  - A signed Research Library Access Agreement.
  - A signed Enrollment/Disclosure Agreement.

- Completion of any state-specific required documents or forms. Students who begin their studies at campuses located in the states listed below are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.
  - Students attending a local campus in Oklahoma must provide written documentation of vaccinations or immunity against Hepatitis B, measles, mumps, and rubella (MMR). Students must demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.
  - Students attending a physical campus in the state of Tennessee are required to submit a Hepatitis B Waiver form to the University.
Students attending a local campus in the states listed below are required to submit health insurance information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

• Full-time students enrolled at a public or private institution of higher learning in New Jersey are required by law to maintain health insurance coverage, either through a school sponsored health insurance plan, or an alternate plan with comparable coverage. All students attending a local campus in New Jersey must complete the Student Health Insurance Election form indicating either that they have either enrolled in the University’s sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not maintain health insurance coverage throughout the period of enrollment or who do not complete the Health Insurance Election Form each calendar year may not enroll in further courses until the Health Insurance Election Form has been completed, verifying the student has appropriate health insurance coverage in compliance with state law.

• Full and part-time students enrolled in a college, university or other institution of higher learning in Massachusetts must participate in a school sponsored health insurance plan, or an alternate plan with comparable coverage. All full and part-time students attending a Massachusetts local campus must complete the Student Health Insurance Plan Enrollment/Acknowledgement form indicating either that they have either enrolled in the University’s sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not complete the Enrollment/Acknowledgement form each calendar year may not enroll in further courses until the form has been completed and the student has appropriate health insurance coverage.

Students who begin their studies at campuses located in Hawaii are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

The Hawaii State Department of Health requires that all students attending school at a campus in this state shall provide a Certificate of TB Examination issued in the United States within 12 months prior to their first attendance in a post-secondary school in Hawaii. A completed Certificate of TB Examination shall be submitted prior to the first night of class or the student will not be permitted to attend class. Students shall complete Section A of this form, or submit a copy of their TB Clearance Certification received prior to their attendance at another Hawaii post-secondary school. Students residing in the state of Connecticut are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

In accordance with Section 10a-155 of the Connecticut general statutes, all full time or matriculating students will be required to demonstrate proof of adequate immunization against measles, mumps, rubella (MMR) and varicella as recommended by the Advisory Committee for Immunization Practices (ACIP). For more specific state information, refer to the link below. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

Exemptions from the MMR and varicella immunization requirements may be granted for the following reasons:

• The student was born before January 1, 1957 (applicable to MMR vaccine only).
• The student was born in the United States before January 1, 1980 (applicable to the varicella (chicken pox) vaccine only)
• The student has documentation from a physician stating that it is medically inadvisable to receive the vaccines for the one or more of the diseases as indicated on the immunization form.
• The student has documentation from a physician or director of health that he/she has had a confirmed case of one or more of the diseases as indicated on the immunization form.
• The student has laboratory confirmation of immunity to the disease(s) as indicated on the immunization form.
• The student has submitted a statement that immunization is contrary to his/her religious beliefs.
• The student is enrolled exclusively in the Online Campus and does not congregate with other students on campus or at campus-sponsored events. If the student later decides to attend a class at a University of Phoenix local campus location in Connecticut, the student must meet the immunization requirements before he/she may begin attending classes at a local campus location.
• The student graduated from a public or nonpublic high school in the state of Connecticut in 1999 or later and was not exempt from the measles, rubella and on or after August 1, 2010, the mumps vaccination requirement pursuant to subdivision (2) or (3) of subsection (a) of section 10-204a.

Educational Specialist

The following Educational Specialist (Ed.S) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Educational Specialist program (Ed.S) will prepare learners to become transformational leaders who will strategically manage and lead complex educational organizations. Graduates will be educational practitioners who demonstrate analytical, critical, and innovative thinking to improve the performance of educational institutions. The Educational Specialist program degree is consistent with the University’s mission to develop the knowledge and skills that will enable learners to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities. The program is designed to emphasize leadership and to focus on a specialization in Curriculum and Instruction.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/eds.

Ed.S Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. All general academic policies of the University of Phoenix are applicable.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 705</td>
<td>Communication Strategies</td>
<td>1 credit</td>
</tr>
<tr>
<td>CUR 712</td>
<td>Curriculum Theory</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDD 721</td>
<td>Planning and Leading Change</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDD 722</td>
<td>The Legal Context of Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDD 731</td>
<td>Ethics and Values in Learning Organizations</td>
<td>3 credits</td>
</tr>
<tr>
<td>CUR 721</td>
<td>Curriculum Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>CUR 722</td>
<td>Instructional Models</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDD 731</td>
<td>The Economics of Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDD 733</td>
<td>Evaluation and Assessment Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDS 799</td>
<td>Supervision of Curriculum and Instruction</td>
<td>3 credits</td>
</tr>
<tr>
<td>CUR 731</td>
<td>Educational Specialist Capstone</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the Ed.S

• A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.

• Current or a record of past employment in an education or related position is required for admission.

Degree Requirements for the Ed.S

Educational Specialist students must meet the following degree requirements:

• A minimum of 31 doctorate credits in the Required Program Category Preferred Sequence.

• A minimum grade point average (GPA) of 3.0.

• Completion of the graduation information packet.

• Students must satisfy all credits and non-credit bearing activities prior to commencement eligibility.

Academic Progression Requirements for the Ed.S

Educational Specialist students are subject to the following academic progression requirements:

• Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.

• Students who miss or must withdraw from a course may complete the course via directed study, if available. All maximum enrollment policies apply. This option will only be available three times (9 credits) and applies only to online courses. However, some courses may not be suitable or available for directed study, and all directed studies must have the approval of the Doctoral Program Chair.

• Any student who earns a course grade of "C+" or below must repeat that course. If a student who is not on academic probation earns a "C+" or below, that student must repeat the course and earn a grade of "B" or better. If a student who is on academic probation earns a "C+" or below, that student must repeat the course again and earn a grade of "B" or better.

• Any student who does not maintain a minimum GPA of 3.0 will be put on academic probation.
Communication Strategies

This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix’s adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

Curriculum Theory

This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorist and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.

Planning and Leading Change

This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.

The Legal Context of Education

This course provides an analysis of the legal issues prevalent in educational systems. Major topics of discussion include accreditation and regulatory issues, Federal and state constituents and laws, and institutional and individual legal issues. Freedom of speech, separation of church and state, and methods of student discipline are examined. Case law and specific pieces of education legislation are reviewed.

Ethics and Values in Learning Organizations

The ethics and value-based decisions that learning organizations are faced with are explored in depth. Case studies on access, diversity, plagiarism, technology, confidentiality, student-faculty relationships, and harassment are discussed. The roles of values education, codes of conduct, and codes of ethics are debated.

Curriculum Design

In this course, learners focus on the creation of systemic models of curriculum development, including consideration of schedule, structure, stakeholder involvement, and end products. Learners will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.

Instructional Models

This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs and staff development are of special focus.

The Economics of Education

The principles and theories of the economics of education are examined. The role that Federal, state, and local government play in the economics of education is explored in depth. Key topics include budget management, grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.
EDD 733 Evaluation and Assessment Methods
This course explores the evaluation and assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Accreditation issues, outcomes-based assessment, institutional research, and staff and faculty evaluation are key topics. The influence of leadership style on evaluation and assessment methods also is examined.

CUR 731 Supervision of Curriculum and Instruction
This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.

EDS 799 Educational Specialist Capstone
The capstone course will require learners to integrate their program of study into an in-depth project that explores and inquires into a contemporary problem within the field of educational administration. The project will be based on library research and/or fieldwork and must demonstrate an approach to addressing the problem from a leadership perspective. Additionally, within this course learners will complete a reflective self-assessment of their learning throughout the program.

Doctor of Management in Organizational Leadership

The following Doctor of Management in Organizational Leadership (DM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Doctor of Management in Organizational Leadership degree program, offered by University of Phoenix, provides learners who hold a professional Master’s degree a means of exploring their personal readiness to become leaders in their professions or current organizations. Learners gain a mastery of leadership literature and demonstrate their competence by applying what they learn to current organizational environments. They also:

- Recognize leadership as a process promoting action in service of self, organization, community, and the planet.
- Apply leadership models to promote global and social responsibility.
- Critically analyze the validity and value of research.
- Make original scholarly contributions by researching real-world problems and issues in organizational management.
- Critically examine the philosophical foundations of organizations and leadership.
- Identify personal leadership philosophies and philosophies of knowledge and their applications to organizations.
- Create learning organizations outside of contemporary paradigms utilizing optimal design theories.
- Create an environment that produces core competent, interculturally sophisticated leaders.

- Create an environment that nurtures effective cross-functional, continually enhanced human capital prepared to meet the demands of strategic organizational success.

The DM program creates a perfect opportunity for mid-career professionals to refresh and recreate their commitment to the tasks required of organizational leaders. Learners will think deeply about the current state of organizations and their leadership; create imaginative, new models from what is learned; and contribute new knowledge to the profession and society.

The DM program has a 68-credit requirement that incorporates both residency and online modalities of instruction. The majority of the program will be delivered in a virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and will be required to spend approximately 25 hours per week on required coursework.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into the preparation of a final research study. Additionally, in the year three residency, learners will apply their knowledge to a comprehensive, collaborative case study. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the DM degree is the successful completion of this advanced degree program, including insights into the preparation of a final research study. Additionally, in the year three residency, learners will apply their knowledge to a comprehensive, collaborative case study. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/dm.

DM Program Category Requirements
Courses requiring prerequisites are identified by a ~ symbol following the course number.

Doctoral Foundations, 4 total credits

COM 705 Communication Strategies
1 credit

SEM 700R ~ 0 credits

Doctoral Program Orientation Seminar

LDR 711A ~ 3 credits

Leadership Theory and Practice
Foundations in Management and Organizational Leadership, 12 total credits

- PHL 716 ~ Fundamentals in Management and Organizational Leadership....................3 credits
- Knowledge Theory and Practice
- PHL 717 ~ Constructing Meaning......3 credits
- Organizational Theory and Design
- MGT 716 ~ Management Philosophies

Research Foundations, 6 total credits

- RES 711 ~ Fundamental Principles of Sound Research.................................3 credits
- Research Design
- RES 722A ~ Advanced Research Methods and Design...............................3 credits
- Qualitative Methods and Design
- RES 724 ~ Advanced Research Design..................................................3 credits

Advanced Research Design, 3 total credits

- RES 723 ~ Advanced Research Design..................................................3 credits
- Advanced Statistical Research Methods and Design
- RES 724 ~ Qualitative Methods and Design........................................3 credits

Theory and Practice of Management and Organization Leadership, 12 total credits

- LDR 726 ~ The Dynamics of Group and Team Leadership..........................3 credits
- The Impact of Technology on Organizations
- ORG 726 ~ Emerging Managerial Practices.........................................3 credits
- MGT 726 ~ Organizational Diagnosis and Intervention..............................3 credits

Doctoral Residencies, 10 total credits

- PHL 700R ~ Creative and Critical Thinking..............................................3 credits
- DOC 721R ~ Doctoral Seminar I..............................................................2 credits
- DOCTORAL SEMINAR II
- DOC 731R ~ Collaborative Case Study.................................................3 credits
- DOCTORAL SEMINAR III
- DOC 732R ~ Doctoral Seminar III...........................................................2 credits
- DOC 740R ~ Doctoral Seminar III...........................................................0 credits
- ANNUAL RENEWAL RESIDENCY

Advanced Inquiry in Management and Organizational Leadership, 9 total credits

- PHL 736 ~ Architectures of Leadership.................................................3 credits
- Political Acumen and Ethics
- MGT 736 ~ Contemporary Systems Management.................................3 credits

Advanced Research Analysis, 3 total credits

- RES 725 ~ Descriptive and Comparative Data Analysis.........................3 credits
- Correlational Methods of Analysis
- RES 726 ~ Approaches to Phenomenological Inquiry and Data Analysis....3 credits
- Qualitative Case Study
- RES 729 ~ Ethnomethodology and the Study of Culture.........................3 credits
- Grounded Theory Methods
- RES 745 ~ Mixed Methods.....................................................................3 credits

Dissertation, 9 total credits

- DOC 722 ~ Doctoral Seminar II..............................................................3 credits
- Doctoral Dissertation
- DOC 733 ~ Doctoral Seminar IV............................................................3 credits
- Doctoral Dissertation
- DOC 734 ~ Doctoral Dissertation..........................................................3 credits
- Doctoral Dissertation
- DOC 733 A and B~ .............................................................................3 credits
- Doctoral Project IV
- DOC 734 A and B~ .............................................................................3 credits
- Doctoral Project IV

The following courses are not part of the required course of study; however, they are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students are required to complete the A and B courses for either DOC 733 or DOC 734 to ensure that all programmatic requirements have been met. Students who choose to pursue DOC 733A or DOC 734B must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

Students who choose to complete either DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who choose to pursue either DOC 733A or DOC 734B must be awarded a letter grade from the faculty member for their final attempt at the "B" course.
Additional Admission Requirements for the DM
All applicants are expected to meet the following admissions requirements:

• A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
• Official transcripts listing a minimum of three (3) college credits in research methods, statistics or scientific reasoning with a grade of “C” or better.
• Current or a record of past employment in leadership of people or processes is required for admission.
• Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.
• All doctoral (including reentry students) students will be required to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning in one of the following manners:
  • Applicable undergraduate University of Phoenix coursework completed within 10 years with a grade of C or better
  • Applicable graduate University of Phoenix coursework completed within 15 years with a grade of C or better
  • An official transcript reflecting 3 credits of comparable coursework in research, statistics, or quantitative reasoning completed within 10 years with a grade of C or better.
  • An official transcript reflecting 3 credits of graduate coursework in research, statistics, or quantitative reasoning completed within 15 years with a grade of C or better
  • A minimum score of at least 149 for quantitative sections and a 4.25 on the analytical section of the GRE completed within the last 10 years

Academic Progression Requirements for the DM
Students are subject to the following academic progression requirements:

• Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and ED5 799.
  • Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).
  • Students may have only one incomplete grade on their records at a time.
  • Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
  • Successful completion of DOC 731R which serves as a qualifying examination course in the program.
  • Quality review of dissertation proposal to advance beyond DOC 732R.
  • Committee literature review prior to enrollment in DOC 734.
  • Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725 - RES 729).
  • Quality final Institutional review of dissertation during DOC 734.
  • Editorial Review after DOC 734 and prior to graduation.
  • Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The sooner a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.
  • Students who would like to repeat DOC 740R may repeat the course.

Academic Standing and Scholastic Disqualification for the DM
Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.

• All credit-bearing courses, with the exception of COM 705, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
• DOC 721R Doctoral Seminar I may only be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
• Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

Residency Requirements and Course Waivers for the DM
Students must meet the following residency requirements:

• Completion of physical residencies.
  • Five-day residency at the beginning of the program.
  • Three-day residency at the beginning of year two.
  • Eight-day residency at the beginning of year three.
  • If a student’s dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.
• Students may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
• In order to be granted a waiver with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:
  • The course must have been completed and transcripted from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• The following courses may not be waived: COM 705, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, LDR 736, PHL 700R, RES 722A, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R
• The dissertation may not be waived.

Degree Requirements for the DM
Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:
• A minimum of 68 doctorate credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion of all residencies.
• Written approval of the dissertation proposal.
• Satisfactory oral defense and written completion of the dissertation.
• The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
• Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
• The diploma awarded for this program will read as: Doctor of Management and will not reflect the specialization. Specializations are reflected on the transcript only.

Course Descriptions for the DM
COM 705 .................................................................1 credit
Communication Strategies
This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix’s adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

SEM 700R ...............................................................0 credits
Doctoral Program Orientation Seminar
SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies’ integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.

LDR 711A ...............................................................3 credits
Leadership Theory and Practice
This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

PHL 716 ...............................................................3 credits
Knowledge of Theory and Practice
Upon completion of this course, learners will understand the purpose of inquiry and the wide spectrum of intellectual resources. Learners will clarify their individual philosophies regarding the definition, purpose, acquisition, and application of knowledge. The course provides an overview of the various theoretical frameworks for examining the nature of knowledge and cognition and the applications of knowledge as manifested in various fields of human endeavor. It will orient learners toward identifying their true goals in pursuing the doctoral program, as well as the methods by which they may achieve these goals.

PHL 717 ...............................................................3 credits
Constructing Meaning
The postmodern world is an amalgam of our beliefs, physical sensory interpretations, psychological projections of our wants/needs/fantasies, a cultural interpretation of existence/meaning/purpose, a moral sense of right and wrong, a religious or spiritual interpretation of responsibility, and the sense of the relationship we have to each other. Learners explore the concept of postmodernism through the writings of some of the classic thinkers. Learners will also undertake an examination of the way they personally construct their world - what it means and what is meaningful at a personal level, with some insight into why that is the case for them. This information will be explored and learners will use this to inform their leadership behavior and explain their style.

ORG 716 ...............................................................3 credits
Organizational Theory and Design
Upon completion of this course, learners will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, learners will have the ability to apply organizational theories systematically to enrich existing models or develop new models to increase performance and effectiveness.
MGT 716 ................................................................. 3 credits
Management Philosophies
Upon completion of this course, learners will be prepared to employ a research-based approach to investigate the body of knowledge relating to scientific management philosophies from their recorded origins to current day applications. Learners will analyze and evaluate the evolution of management theory within historical timeframes with incremental assessments of the success or failures to optimize resources to attain performance excellence in a customer-centered organization.
RES 711 ................................................................. 3 credits
Fundamental Principles of Sound Research
RES 711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.
RES 722A ................................................................. 3 credits
Research Design
This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.
RES 723 ................................................................. 3 credits
Advanced Statistical Research Methods and Design
The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.
RES 724 ................................................................. 3 credits
Qualitative Methods and Design
This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundation understanding the purpose of the class is to enhance students’ understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.
LDR 726 ................................................................. 3 credits
The Dynamics of Group and Team Leadership
Upon completion of this course, learners will be prepared to use advanced leadership strategies for group communications, team building, and coaching skills to attain organizational objectives. Learners explore large group and smaller team dynamics and the ways in which the role of a leader is required to affect behavior. Emphasis is placed on the growing dependency on self-directed work teams in the workplace.
ORG 726 ................................................................. 3 credits
The Impact of Technology on Organizations
Upon completion of this course, learners will be prepared to evaluate the organizational relationship among technology, structure, and behavior. Additionally, learners will be prepared to balance the advantages and disadvantages of integrating technologies.
MGT 726 ................................................................. 3 credits
Emerging Managerial Practices
Upon completion of this course, learners will be prepared to implement emerging managerial practices designed to develop organizational agility and responsiveness. Additionally, they will be able to adapt best practices, implement high-performance work teams, and build advanced strategies for effective global communications. Emphasis is placed on how organizations are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches.
ORG 727 ................................................................. 3 credits
Organizational Diagnosis and Intervention
Upon completion of this course, learners will be prepared to optimize organizational performance through the judicious implementation of performance interventions utilizing organization theory, organization design, and technology.
PHL 700R ................................................................. 3 credits
Creative and Critical Thinking
This course challenges the learner to become a creative leader/problem-solver and to begin the process of personal transformation by questioning one’s assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.
DOC 721R ................................................................. 2 credits
Doctoral Seminar I
This 3-day residency course begins the formal development of the learner’s dissertation. This development will be ongoing throughout the curriculum and result in the dissertation’s submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner’s dissertation. This course will incorporate learners from various doctoral programs/disciplines.
DOC 731R ................................................................. 3 credits
Collaborative Case Study
This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization’s environment. This course will incorporate learners from various doctoral program/disciplines.
DOC 732R .................................................................2 credits

Doctoral Seminar III
This 3-day residency course is designed to facilitate the process
through an approved Doctoral Proposal to final submission of the
Doctoral Dissertation due at the end of the program, with the final
chapters being explored for content and format.

DOC 740R .................................................................0 credit

Annual Renewal Residency
This non-credit-bearing, 3-day course is required only when a
learner has not completed the dissertation within 12 months of
completing all courses, excluding DOC/728. This residency session
is designed to allow for concentrated time between the learner and
a faculty member, focusing on dissertation completion. This annual
renewal residency is required for every full year a learner remains
in “all but dissertation” status.

PHL 736 .................................................................3 credits

Political Acumen and Ethics
Upon completion of this course, learners will possess an insight
into how leaders address current and future impacts on society and
how leaders influence organizational commitment toward proac-
tively addressing risk factors as well as legal, regulatory, and gov-
ernmental requirements. Topics include public responsibility,
organizational community involvement, and attaining and main-
taining American corporation ethical standards in local and global
environments.

MGT 736 .................................................................3 credits

Contemporary Systems Management
Upon completion of this course, learners will be prepared to man-
age and lead complex organizations through strategic decision
making, resulting in business plans. Learners focus on extended
systems and theoretical and practical frameworks for systemati-
cally managing organizations.

LDR 736 .................................................................3 credits

Architecture of Leadership
Upon completion of this course, learners will be prepared to
develop and maintain a strong orientation to the future and a com-
mmitment to improvement and innovation in creating and establish-
ing new business models for attaining organizational goals, setting
new short-term and long-term directions, and achieving perfor-
ance excellence. This course includes an assessment of how lead-
ers address current and future impacts on society in a proactive
manner and how leaders establish and accomplish ethical practices
in all stakeholder interactions.

RES 725 .................................................................3 credits

Descriptive and Comparative Data Analysis
This course focuses on statistical analysis methods and reporting of
results when describing and comparing data from groups. Lear-
ers will explore the assumptions, advantages, limitations, and
appropriate applications of these quantitative approaches. The
methods covered will include comparison of means for various
forms of data including multiple means using methods of basic
and advanced factorial ANOVA. Multivariate comparisons will
also be explored under conditions of multiple independent and
dependent variables using techniques including Hotelling’s T²,
MANOVA and related techniques. Depending on the learners’
needs other approaches may be covered.

RES 726 .................................................................3 credits

Correlational Methods of Analysis
This course focuses on statistical approaches to analysis and
reporting when examining bivariate and multivariate relationships
among variables. Learners will explore the underlying assumptions,
advantages, limitations and appropriate application of correla-
tion/regression based approaches to data analysis. The course
will cover basic correlation methods, simple and multiple regres-
sion techniques, and advanced multivariate procedures including
factor analysis and structural equation models. Depending on the
learners’ needs, other approaches may be covered.

RES 727 .................................................................3 credits

Approaches to Phenomenological Inquiry and Data Analysis
This course is designed to provide advanced graduate students
with instruction in qualitative phenomenological approaches as
applied to social science research. The course will emphasize indi-
vidual and group interviewing as techniques for phenomenologi-
cal data collection. Focus is placed on analysis approaches
appropriate for and relevant to phenomenological research.

RES 728 .................................................................3 credits

Qualitative Case Study
This course is designed to provide advanced graduate students
with instruction in qualitative case study research approaches as
applied to social science research. The course will emphasize indi-
vidual and group interviewing as techniques for qualitative case
study data collection. This course is particularly useful for adva-
sed doctoral students who plan to conduct a qualitative dis-
sertation. Focus is placed on analysis approaches appropriate for
and relevant to case study research.

RES 729 .................................................................3 credits

Ethnomethodology and the Study of Culture
In this course, students will build knowledge of and competence
with data analysis techniques developed in the anthropological tra-
dition of ethnography. Integrating data from multiple collection
methods (e.g. observational field notes, interviews, analyses of cul-
tural artifacts), students will develop coding/thematic grouping
protocols as well as strategies to develop findings into comprehen-
sive interpretation of a particular culture. The course will conclude
with a comprehensive overview of the process and practice of writ-
ing up ethnographic texts, centering largely on “thick description”
as a critical mode of representation.

RES 745 .................................................................3 credits

Grounded Theory Methods
This course is designed to provide advanced graduate students
with instruction in qualitative approaches as applied to social sci-
ence research, where the research objective is the development of
theory. Building upon an existing understanding of qualitative
inquiry, students explore the concept of data within grounded the-
ory as well as the techniques and processes traditionally found
within grounded theory, such as the constant comparative method.
Focus is placed on the steps and procedures for analyzing data
within a grounded theory context.
RES 746 ................................................................. 3 credits

Mixed Methods
The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.

DOC 722 .................................................................. 3 credits

Doctoral Seminar II
This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

DOC 733 .................................................................. 3 credits

Doctoral Dissertation
This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

DOC 734 .................................................................. 3 credits

Doctoral Project IV
This is the final course in the program’s sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.

DOC 733A ................................................................. 3 credits

Doctoral Dissertation
This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/chair relationship and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.

DOC 733B .................................................................. 3 credits

Doctoral Dissertation
This third available dissertation proposal course provides extended time for one-on-one work between a learner and his or her dissertation committee Chair. Learners enroll for this course when a learner has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Learners should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved.

Doctor of Business Administration

The following Doctor of Business Administration (DBA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Doctor of Business Administration (DBA) degree program, offered by University of Phoenix, provides learners who hold a professional Master’s degree a means of exploring their personal readiness to become senior leaders in management professions. Learners gain a mastery of business administration literature and demonstrate their competence by applying this knowledge to current business environments.

Graduates with a Doctorate in Business Administration will be able to:
• Identify, research alternatives to, and solve business problems with the highest value-adding solutions.
• Perform systems-based, financially justified analysis and research operations issues and technology-enabled opportunities in a global, market-based economy.
• Demonstrate business knowledge, and be recognized as a business subject expert.
• Formulate and re-design industry rules and standards.

As the global information economy evolves, organizations are becoming increasingly complex and innovative, with organizational models and practices becoming crucial for successfully addressing this complexity. Consequently, leadership in this environment requires higher, more sophisticated levels of knowledge and skills. The DBA program is designed to serve this need by providing doctoral-level education to professional practitioners in business and management.

The DBA program has a 68-credit requirement that incorporates both residency and online modalities of instruction. The majority of the program will be delivered in a virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and will be required to spend approximately 25 hours per week on required coursework.
Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both weekdays and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into the preparation of a final research study. Additionally, in the Year Three residency, learners will apply their knowledge to a comprehensive, collaborative case study. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the DBA degree is the successful completion and oral defense of a significant, substantial, and independently completed research study that adds new information to the body of business management knowledge. The study provides the learner an opportunity to demonstrate mastery of the germinal and current literature in the field and to reflect competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program’s curriculum is designed to develop the learner’s ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research method for addressing these issues. Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/dba.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**DBA Program Category Requirements**

**Doctoral Foundations, 4 total credits**
- COM 705 .................................................................1 credit
- Communication Strategies
- SEM 700R ~ ...........................................................0 credits
- Doctoral Program Orientation Seminar
- LDR 711A ~ ...........................................................3 credits
- Leadership Theory and Practice

**Foundations in Business Administration, 12 total credits**
- FIN 711 ~ ...........................................................3 credits
- Financial Measures of Value Added
- ORG 711 ~ ...........................................................3 credits
- 21st Century Issues in Organizational Behavior I
- MGT 711 ~ ...........................................................3 credits
- Strategic Opportunities in an Internet-based Global Economy
- MKT 711 ~ ...........................................................3 credits
- Marketing and Managing the Customer Relationship

**Research Foundations, 6 total credits**
- RES 711 ~ ...........................................................3 credits
- Fundamental Principles of Sound Research
- RES 722A ~ ...........................................................3 credits
- Research Design

**Advanced Research Design, 3 total credits**
- RES 723 ~ ...........................................................3 credits
- Advanced Statistical Research Methods and Design
- RES 724 ~ ...........................................................3 credits
- Qualitative Methods and Design

**Issues in Advanced Business Leadership, 12 total credits**
- LDR 721 ~ ...........................................................3 credits
- Ethical Leadership and the Legal Landscape
- BUS 721 ~ ...........................................................3 credits
- Issues in Optimizing Operations
- MGT 721 ~ ...........................................................3 credits
- Managing the Risks in a Global Environment
- ORG 721 ~ ...........................................................3 credits
- 21st Century Issues in Organizational Behavior II

**Doctoral Residencies, 10 total credits**
- PHL 700R ~ ...........................................................3 credits
- Creative and Critical Thinking
- DOC 721R ~ .........................................................2 credits
- Doctoral Seminar I
- DOC 731R ~ ...........................................................3 credits
- Collaborative Case Study
- DOC 732R ~ ...........................................................2 credits
- Doctoral Seminar III
- DOC 740R ............................................................0 credits
- Annual Renewal Residency

**Advanced Inquiry in Business Analysis and Leadership, 9 total credits**
- LDR 731 ~ ...........................................................3 credits
- Contemporary Issues in Leadership
- BUS 731 ~ ...........................................................3 credits
- Transforming the Business I
- BUS 732 ~ ...........................................................3 credits
- Transforming the Business II

**Advanced Research Analysis, 3 total credits**
- RES 725 ~ ...........................................................3 credits
- Descriptive and Comparative Data Analysis
- RES 726 ~ ...........................................................3 credits
- Correlational Methods of Analysis
- RES 727 ~ ...........................................................3 credits
- Approaches to Phenomenological Inquiry and Data Analysis
- RES 728 ~ ...........................................................3 credits
- Qualitative Case Study
- RES 729 ~ ...........................................................3 credits
- Ethnomethodological Analyses and the Study of Culture
- RES 745 ~ ...........................................................3 credits
- Grounded Theory Methods
- RES 746 ~ ...........................................................3 credits
- Mixed Methods

**Dissertation, 9 total credits**
- DOC 722 ~ ...........................................................3 credits
- Doctoral Seminar II
Additional Admission Requirements for the DBA

• A cumulative grade point average (GPA) of 3.0 on the graduate course of study; however, are available to students as an extension to satisfy the dissertation project requirements for the doctoral program. Students have the option to complete the A or B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who complete from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

DOC 733 A and B~ ................................................................. 3 credits

Doctoral Dissertation

DOC 734 A and B~ ................................................................. 3 credits

Doctoral Project IV

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students who have completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

• All doctoral (including reentry students) students will be required to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning in one of the following manners.

• Applicable undergraduate University of Phoenix coursework completed within 10 years with a grade of C or better

• Official transcripts listing a minimum of three (3) graduate level credits in research methods, statistics or scientific reasoning with a grade of "C" or better.

• Current or a record of past employment in supervisory or management position is required for admission.

• Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

• All doctoral (including reentry students) students will be required to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning in one of the following manners.

• Applicable undergraduate University of Phoenix coursework completed within 10 years with a grade of C or better

• Applicable graduate University of Phoenix coursework completed within 15 years with a grade of C or better

• An official transcript reflecting 3 credits of comparable coursework in research, statistics, or quantitative reasoning completed within 10 years with a grade of C or better.

• An official transcript reflecting 3 credits of graduate coursework in research, statistics, or quantitative reasoning completed within 15 years with a grade of C or better

• A minimum score of at least 149 for quantitative sections and a 4.25 on the analytical section of the GRE completed within the last 10 years

Degree Requirements for the DBA

Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:

• A minimum of 68 doctorate credits.

• A minimum grade point average (GPA) of 3.0.

• Satisfactory completion of all residencies.

• Written approval of the dissertation proposal.

• Academic Progression for the DBA

Students are subject to the following academic progression requirements:

• Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).

Students must have only one incomplete grade on their records at a time.

Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.

Successful completion of DOC 731R which serves as a qualifying examination course in the program.

Quality review of dissertation proposal to advance beyond DOC 732R.

Committee literature review prior to enrollment in DOC 734.

Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725 - RES 729)

Quality final Institutional review of dissertation during DOC 734.

Editorial Review after DOC 734 and prior to graduation.

Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.

Students who would like to repeat DOC 740R may repeat the course.

Residency Requirements and Course Waivers for the DBA

Students must meet the following residency requirements:

Completion of physical residencies:
- Five-day residency at the beginning of the program.
- Three-day residency at the beginning of year two.
- Eight-day residency at the beginning of year three.

If a student’s dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.

Students may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:
- The course must have been completed and transcripted from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses may not be waived: BUS 731, BUS 732, COM 705, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, PHL 700R, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R
- The dissertation may not be waived.

Course Descriptions for the DBA

Communication Strategies

This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix’s adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

SEM 700R ..............................................................0 credits

Doctoral Program Orientation Seminar

SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies’ integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.
settings. Various qualitative and quantitative research designs are
underlying different major research approaches, the process of
research, quantitative and qualitative research basics, and critical
issues in conducting research.

RES 722A ................................................................. 3 credits

Research Design
This course is designed to provide students with an overview of
qualitative and quantitative research approaches and the applica-
tion to work in different types of organizational and institutional
settings. Various qualitative and quantitative research designs are
discussed. Students learn about the elements of a research plan and
how to develop and align them within a given research method
and design to address a given problem in their field of study.

RES 723 ................................................................. 3 credits

Advanced Statistical Research Methods and Design
This course builds on the foundational knowledge in research
methods and statistics. The importance of how to select appropri-
ate measures for a study, different research designs - experimental,
 quasi-experimental, and correlational, and threats to reliability and
validity are discussed.

RES 724 ................................................................. 3 credits

Qualitative Methods and Design
This class presumes some basic understanding of the foundations
and underlying assumptions in the field of qualitative research as
well as examples of practice. Building upon this pre-existing foun-
dational understanding the purpose of the class is to enhance stu-
dents’ understanding and craft through reading, writing, and
reflecting on the practice of qualitative inquiry. Specific focus is on
the design and development of qualitative research studies.

LDR 721 ................................................................. 3 credits

Ethical Leadership and the Legal Landscape
This course evaluates research on how legal environments in the
global economy shape decision making and the ethical issues that
emerge from disparate legal systems and practices. This course will
specifically addresses practices legal in a subsidiary country but in
violation of the corporation’s ethical standards.

BUS 721 ................................................................. 3 credits

Issues in Optimizing Operations
This course evaluates research on how businesses adopt
approaches to optimizing their operations and the conditions
under which these lead to success. Topics include how an
organization adopts best practices, the predictors for a successful
quality management program, and the role of project management.

MGT 721 ................................................................. 3 credits

Managing the Risks in a Global Environment
This course evaluates alternative practices to manage risk in a
global environment. Topics include measuring risk (economics,
financial, political, etc.), creating tools to predict where to invest
internationally, financial instruments of global investment, and
techniques to mitigate risk.

ORG 721 ................................................................. 3 credits

21st Century Issues in Organizational Behavior II
This course continues research on issues that organizations face in
optimizing their performance. Topics include how organizations
develop a culture and set of political rules that define behavior
within it, virtual teams, translating culture within a global organi-
zation, and conditions that predict success or failure for an organi-
zation that expands its mission.

PHL 700R ................................................................. 3 credits

Creative and Critical Thinking
This course challenges the learner to become a creative leader/
problem-solver and to begin the process of personal transforma-
tion by questioning one’s assumptions and conventional patterns
of thinking. Throughout the course, learners will demonstrate
characteristics of creative and critical thinking in individual and
 collaborative situations.
DOC 721R .................................................................2 credits

**Doctoral Seminar I**
This 3-day residency course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation. This course will incorporate learners from various doctoral programs/disciplines.

DOC 731R .................................................................3 credits

**Collaborative Case Study**
This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization's environment. This course will incorporate learners from various doctoral programs/disciplines.

DOC 732R .................................................................2 credits

**Doctoral Seminar III**
This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.

DOC 740R .................................................................0 credit

**Annual Renewal Residency**
This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in "all but dissertation" status.

LDR 731 .................................................................3 credits

**Contemporary Issues in Leadership**
This course explores the successes and controversial issues surrounding how and why senior leaders set and deploy organizational values, short- and long-term directions, and performance expectations that create a balanced value. The focus is on business results that encompass organizational learning, stakeholder satisfaction, overall budgetary, financial, and market performance.

BUS 731 .................................................................3 credits

**Transforming the Business I**
This course requires the learner to integrate all previous learning by identifying and solving organizational problems and recommending new business models that will increase organizational performance. The outcome of this course will be delivered in Transforming the Business II.

BUS 732 .................................................................3 credits

**Transforming the Business II**
This course requires the learner to integrate all previous learning by identifying and solving organizational problems and recommending new business models that will increase organizational performance. The outcomes of this course will be a continuation of Transforming the Business I.

RES 725 .................................................................3 credits

**Descriptive and Comparative Data Analysis**
This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hotelling’s T², MANOVA and related techniques. Depending on the learners' needs other approaches may be covered.

RES 726 .................................................................3 credits

**Correlational Methods of Analysis**
This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners' needs other approaches may be covered.

RES 727 .................................................................3 credits

**Approaches to Phenomenological Inquiry and Data Analysis**
This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.

RES 728 .................................................................3 credits

**Qualitative Case Study**
This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.
RES 729 .......................................................................................... 3 credits

Ethnomethodology and the Study of Culture
In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on “thick description” as a critical mode of representation.

RES 745 .......................................................................................... 3 credits

Grounded Theory Methods
This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.

RES 746 .......................................................................................... 3 credits

Mixed Methods
The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.

DOC 722 .......................................................................................... 3 credits

Doctoral Seminar II
This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

DOC 733 .......................................................................................... 3 credits

Doctoral Dissertation
This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

DOC 734 .......................................................................................... 3 credits

Doctoral Project IV
This is the final course in the program’s sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.

DOC 733A .................................................................................... 3 credits

Doctoral Dissertation
This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/mentor relationship and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.

DOC 733B .................................................................................... 3 credits

Doctoral Dissertation
This third available dissertation proposal course provides extended time for one-on-one work between a learner and his or her dissertation committee Chair. Learners enroll for this course when a learner has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Learners should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved.

Doctor of Education in Educational Leadership
The following Doctor of Education in Educational Leadership (Ed.D) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Doctor of Education in Educational Leadership (Ed.D.) will prepare learners to become transformational leaders who will strategically manage and lead complex educational organizations. Graduates will be educational practitioners who demonstrate analytical, critical, and innovative thinking to improve the performance of educational institutions.

The Doctor of Education in Educational Leadership degree is consistent with the University’s mission to educate working adults to develop the knowledge and skills that will enable them to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities. The program is designed to emphasize leadership and to focus on applied research that improves educational environments.

Program Goals
Graduates of the Doctor of Education in Educational Leadership program will be able to:
• Utilize and conduct research to evaluate and improve instructional and organizational processes.
• Provide instructional leadership to support and enhance the educational process.
• Incorporate knowledge of social, historical, and political theories and processes in educational decision making.
• Lead and manage the educational organization through transformation inherent in contemporary society.

At no time in history has the need for quality education been greater. At the same time, educators face challenges unlike those faced by their predecessors. They must facilitate learning in culturally diverse classrooms; prepare students for jobs in a global, information-based economy; manage their classrooms, schools, and systems effectively and efficiently in the face of severe funding pressures; and produce all the other outcomes traditionally expected from educational institutions. It is clear that as the education system works its way through this period of radical change, leaders are needed who are capable of dealing with complexity in creative ways. Professional practice in this environment will require more sophisticated educational preparation for greater numbers of practitioners.

The Ed.D. program has a 68-credit requirement that involves both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and will be required to spend approximately 25 hours per week on required coursework.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions are a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation. Additionally, in the Year Three residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the University’s vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the Ed.D degree is the successful completion and oral defense of a significant, substantial, and inde-
Advanced Inquiry in Education, 9 total credits
EDD 731 ~ ................................................................. 3 credits
The Economics of Education
EDD 732 ~ ................................................................. 3 credits
Contemporary Policy Analysis and Development
EDD 733 ~ ................................................................. 3 credits
Evaluation and Assessment Methods

Advanced Research Analysis, 3 total credits
RES 725 ~ ................................................................. 3 credits
Descriptive and Comparative Data Analysis
RES 726 ~ ................................................................. 3 credits
Correlational Methods of Analysis
RES 727 ~ ................................................................. 3 credits
Approaches to Phenomenological Inquiry and Data Analysis
RES 728 ~ ................................................................. 3 credits
Qualitative Case Study
RES 729 ~ ................................................................. 3 credits
Ethnomethodology and the Study of Culture
RES 745 ~ ................................................................. 3 credits
Grounded Theory Methods
RES 746 ~ ................................................................. 3 credits
Mixed Methods

Dissertation, 9 total credits
DOC 722 ~ ................................................................. 3 credits
Doctoral Seminar II
DOC 733 ~ ................................................................. 3 credits
Doctoral Dissertation
DOC 734 ~ ................................................................. 3 credits
Doctoral Project IV

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

DOC 733 A and B~ ................................................................. 3 credits
Doctoral Dissertation
DOC 734 A and B~ ................................................................. 3 credits
Doctoral Project IV

Students may be required to complete DOC 733B and DOC 734B until all programmatic requirements and approvals have been met. In addition to fulfilling the Advanced Research Design and Advanced Research Analysis Program Requirements, you may select additional courses from the following if you have not satisfied the dissertation approval requirements upon completion of DOC 734: RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, and/or RES 729. You will be required to select and attend Doctoral Project courses from the list of courses outlined above until dissertation approval is granted. Doctoral Project courses may be designated as ELEC 723 or ELEC 725 on the initial course schedule.

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the EdD

All applicants are expected to meet the following admissions requirements:

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Official transcripts listing a minimum of three (3) graduate level credits in research methods, statistics or scientific reasoning with a grade of "C" or better.
- Current or a record of past employment in supervisory or management position is required for admission.
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.
- All doctoral (including reentry students) students will be required to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning in one of the following manners.
  - Applicable undergraduate University of Phoenix coursework completed within 10 years with a grade of C or better
  - Applicable graduate University of Phoenix coursework completed within 15 years with a grade of C or better
  - An official transcript reflecting 3 credits of undergraduate or comparable coursework in research, statistics, or quantitative reasoning completed within 10 years with a grade of C or better.
  - An official transcript reflecting 3 credits of graduate coursework in research, statistics, or quantitative reasoning completed within 15 years with a grade of C or better
  - A minimum score of at least 149 for quantitative sections and a 4.25 on the analytical section of the GRE completed within the last 10 years

Academic Progression Requirements for the EdD

Students are subject to the following academic progression requirements:

- Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
  - Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).
  - Students may have only one incomplete grade on their records at a time.
  - Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
• Successful completion of DOC 731R which serves as a qualifying examination course in the program.
• Quality review of dissertation proposal to advance beyond DOC 732R.
• Committee literature review prior to enrollment in DOC 734.
• Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725 - RES 729)
• Quality final Institutional review of dissertation during DOC 734.
• Editorial Review after DOC 734 and prior to graduation.
• Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.
• Students who would like to repeat DOC 740R may repeat the course.

Academic Standing and Minimum Grade Requirements for the EdD
• Students must earn a grade of “B” or better in COM 705 Communication Strategies. Students who earn less than a “B” will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
• All credit-bearing courses, with the exception of COM 705, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
• DOC 721R Doctoral Seminar I may only be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
• Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

Degree Requirements for the EdD
Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:
• A minimum of 68 doctorate credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion of all residencies.
• Written approval of the dissertation proposal.
• Satisfactory oral defense and written completion of the dissertation.
• The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
• Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
• The diploma awarded for this program will read as: Doctor of Education.

Residency Requirements and Course Waivers for the EdD
Students must meet the following residency requirements:
• Completion of physical residencies.
  • Five-day residency at the beginning of the program.
  • Three-day residency at the beginning of year two.
  • Eight-day residency at the beginning of year three.
• If a student’s dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.
• Students may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
• In order to be granted a waiver with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:
  • The course must have been completed and transcripted from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
  • The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B" (3.0) or better.
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• The following courses may not be waived: COM 705, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, PHL 700R, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R
• The dissertation may not be waived.
Course Descriptions for the EdD

**Communication Strategies**
This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix's adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

**SEM 700R** ................................................................. 0 credits

**Doctoral Program Orientation Seminar**
SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies' integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.

**LDR 711A** ................................................................. 3 credits

**Leadership Theory and Practice**
This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

**EDD 711** ........................................................................ 3 credits

**Social Contexts and Contemporary Issues**
This course focuses on the historical concepts, demographic trends, and current issues of education. An analysis of institutions, unionization, technology, and diversity are of focus.

**EDD 712** ........................................................................ 3 credits

**Leadership in Contemporary Organizations**
This course explores organization theory, culture, and change. The influence of leadership on the organization is examined in depth. The different functions of administration, management, and leadership are of focus.

**EDD 713** ........................................................................ 3 credits

**Lifelong Learning: Leadership in the Educational Continuum**
The concept of lifelong learning and the impact it has on education providers is the focus of this course. Theories of learning, specifically adult learning, are examined. The role that P-12 education, higher education, corporate education/training, and the military play in instilling a belief in lifelong learning is of focus.

**EDD 714** ........................................................................ 3 credits

**Comparative Models of Educational Environments**
This course examines the various models of educational environments available to students today. Discussion topics range from the wealth of options available for P-12 school students to adult learners to alternative learning environments. Specific focus is placed on distance education modalities for learners of all ages.

**RES 711** ........................................................................ 3 credits

**Fundamental Principles of Sound Research**
RES 711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.

**RES 722A** ........................................................................ 3 credits

**Research Design**
This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.

**RES 723** ........................................................................ 3 credits

**Advanced Statistical Research Methods and Design**
The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.

**RES 724** ........................................................................ 3 credits

**Qualitative Methods and Design**
This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students’ understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.

**EDD 721** ........................................................................ 3 credits

**Planning and Leading Change**
This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.

**EDD 722** ........................................................................ 3 credits

**The Legal Context of Education**
This course provides an analysis of the legal issues prevalent in educational systems. Major topics of discussion include accreditation and regulatory issues, Federal and state constituents and laws, and institutional and individual legal issues. Freedom of speech, separation of church and state, and methods of student discipline are examined. Case law and specific pieces of education legislation are reviewed.
EDD 723 ................................................................. 3 credits
Ethics and Values in Learning Organizations
The ethics and value-based decisions that learning organizations are faced with are explored in depth. Case studies on access, diversity, plagiarism, technology, confidentiality, student-faculty relationships, and harassment are discussed. The roles of values, education, codes of conduct, and codes of ethics are debated.

EDD 724 ................................................................. 3 credits
Instructional Leadership
This course analyzes the process of instruction and curriculum development. Effective teaching and learning strategies are explored as they relate to the use of technology, motivating staff and students, and creating dynamic learning environments. The importance of faculty development and their involvement in research and public service are of special focus.

PHL 700R ................................................................. 3 credits
Creative and Critical Thinking
This course challenges the learner to become a creative leader/problem-solver and to begin the process of personal transformation by questioning one’s assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.

DOC 721R ................................................................. 2 credits
Doctoral Seminar I
This 3-day residency course begins the formal development of the learner’s dissertation. This development will be ongoing throughout the curriculum and result in the dissertation’s submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner’s dissertation. This course will incorporate learners from various doctoral programs/disciplines.

DOC 731R ................................................................. 3 credits
Collaborative Case Study
This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization’s environment. This course will incorporate learners from various doctoral program/disciplines.

DOC 723R ................................................................. 2 credits
Doctoral Seminar III
This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.

DOC 740R ................................................................. 0 credit
Annual Renewal Residency
This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in “all but dissertation” status.

EDD 731 ................................................................. 3 credits
The Economics of Education
The principles and theories of the economics of education are examined. The role that Federal, state, and local government play in the economics of education is explored in depth. Key topics include budget management, grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.

EDD 732 ................................................................. 3 credits
Contemporary Policy Analysis and Development
This course provides an overview of contemporary education policy analysis and development. The Federal, state, local, and institutional levels of policy development are explored. The factors that influence the analysis and development of policy are discussed in depth. The evaluation and revision of policies and future trends and implications are examined.

EDD 733 ................................................................. 3 credits
Evaluation and Assessment Methods
This course explores the evaluation and assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Accreditation issues, outcomes-based assessment, institutional research, and staff and faculty evaluation are key topics. The influence of leadership style on evaluation and assessment methods also is examined.

RES 725 ................................................................. 3 credits
Descriptive and Comparative Data Analysis
This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hotelling’s T, MANOVA and related techniques. Depending on the learners’ needs other approaches may be covered.

RES 726 ................................................................. 3 credits
Correlational Methods of Analysis
This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners’ needs, other approaches may be covered.
RES 727 .................................................................................... 3 credits

Approaches to Phenomenological Inquiry and Data Analysis
This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.

RES 728 .................................................................................... 3 credits

Qualitative Case Study
This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.

RES 729 .................................................................................... 3 credits

Ethnomethodology and the Study of Culture
In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive narratives. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on “thick description” as a critical mode of representation.

RES 745 .................................................................................... 3 credits

Grounded Theory Methods
This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.

RES 746 .................................................................................... 3 credits

Mixed Methods
The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.

RES 722 .................................................................................... 3 credits

Doctoral Seminar II
This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

RES 733 .................................................................................... 3 credits

Doctoral Dissertation
This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

RES 734 .................................................................................... 3 credits

Doctoral Project IV
This is the final course in the program’s sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.

RES 733A .............................................................................. 3 credits

Doctoral Dissertation
This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/Chair relationship and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.

RES 733B .................................................................................. 3 credits

Doctoral Dissertation
This third available dissertation proposal course provides extended time for one-on-one work between a learner and his or her dissertation committee Chair. Learners enroll for this course when a learner has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Learners should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved.
Doctor of Education in Educational Leadership/ Curriculum and Instruction

The following Doctor of Education in Educational Leadership/ Curriculum and Instruction (EdD/CI) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Doctor of Education in Educational Leadership with a specialization in Curriculum and Instruction will prepare learners to become instructional leaders who will strategically manage and lead processes related to curriculum, instruction, and assessment. Graduates will demonstrate both practical and scholarly knowledge in their use of analytical, critical, and innovative thinking to improve the performance of educational institutions.

Historically, education has been a field of constant evolution and debate, with the pull of philosophical, cultural, and political influences felt throughout the industry. As such, contemporary educators face challenges unlike those faced by their predecessors. Educational leaders must design and facilitate learning in culturally diverse classrooms; manage the needs of multiple stakeholders; develop their classrooms, schools, and systems effectively and efficiently in the face of severe funding pressures; address the demands of regulatory bodies; and meet the outcomes established by the greater educational community.

As the education system undergoes these radical changes, there has been a drastic increase in the need for leaders who are capable of designing innovative curricular models in their institutions and of consistently improving their students’ outcomes. The Doctor of Education in Educational Leadership with a specialization in Curriculum and Instruction is offered by the University of Phoenix to enable leaders to affect these high levels of performance through applied scholarship, rigorous analysis, and comprehensive evaluation methods.

The Curriculum and Instruction specialization degree is consistent with the University’s mission to educate working adults to achieve their professional goals and to improve the quality of education in their communities. The program is designed to emphasize curricular leadership and to focus on applied research that improves instruction and educational outcomes.

Program Goals

Upon completion of all program requirements of the Doctor of Education in Educational Leadership with a specialization in Curriculum and Instruction degree, learners will be able to:

• Evaluate and improve instructional and organizational processes through research-based decisions.
• Support and enhance the educational process through instructional leadership.
• Influence policy decisions within educational settings with knowledge of social theories, historical perspectives, and political issues.
• Design, develop, and implement curriculum, instructional strategies, and assessment tools to enhance learning.
• Create and implement robust curricular models by synthesizing research, theory, and experience.

Program Structure

The EdD/CI program has a 68-credit requirement that involves both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required course work.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation.

Additionally, in the Third Year residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the University’s vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the EdD/CI degree is the successful completion and oral defense of a significant, substantial, and independently completed Doctoral Dissertation that adds new information to the body of educational leadership knowledge.

The dissertation provides the learner an opportunity to demonstrate mastery of germinial and current literature and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program’s curriculum is designed to develop the student’s ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research method for addressing these issues. Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/edd-ci.

EdD/CI Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Doctoral Foundations, 4 total credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 705</td>
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<tr>
<td>Communication Strategies</td>
<td></td>
</tr>
<tr>
<td>SEM 700R ~</td>
<td>0</td>
</tr>
<tr>
<td>Doctoral Program Orientation Seminar</td>
<td></td>
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<tr>
<td>LDR 711A ~</td>
<td>3</td>
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<tr>
<td>Leadership Theory and Practice</td>
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Foundations of Curriculum and Instruction in Education, 12 total credits

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDD 711 ~</td>
<td>3</td>
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<tr>
<td>Social Contexts and Contemporary Issues</td>
<td></td>
</tr>
<tr>
<td>EDD 724 ~</td>
<td>3</td>
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<tr>
<td>Instructional Leadership</td>
<td></td>
</tr>
<tr>
<td>CUR 711 ~</td>
<td>3</td>
</tr>
<tr>
<td>Developmental and Learning Theories</td>
<td></td>
</tr>
</tbody>
</table>
CUR 712 ~ Curriculum Theory .......................................................... 3 credits

Research Foundations, 6 total credits
RES 711 ~ Fundamental Principles of Sound Research .................... 3 credits
RES 722A ~ Research Design .......................................................... 3 credits

Advanced Research Design, 3 total credits
RES 723 ~ Advanced Statistical Research Methods and Design ....... 3 credits
ADVANCED METHODS AND DESIGN
RES 725 ~ Descriptive and Comparative Data Analysis ............... 3 credits
RES 726 ~ Correlational Methods of Analysis ............................... 3 credits
RES 727 ~ Approaches to Phenomenological Inquiry and Data Analysis 3 credits

Advanced Inquiry in Curriculum Leadership, 9 total credits
CUR 731 ~ Supervision of Curriculum and Instruction ..................... 3 credits
EDD 732 ~ Contemporary Policy Analysis and Development ........... 3 credits
CUR 732 ~ Program Evaluation ...................................................... 3 credits

Doctoral Residencies, 10 total credits
CUR 731 ~ Annual Renewal Residency ............................................ 3 credits
CUR 732 ~ Doctoral Seminar I ....................................................... 3 credits
CUR 732R ~ Doctoral Seminar III .................................................. 3 credits
CUR 734 ~ Doctoral Project IV ....................................................... 3 credits

Grounded Theory Methods .......................................................... 3 credits
Mixed Methods

Dissertation, 9 total credits
DOC 722 ~ Doctoral Seminar II ..................................................... 3 credits
DOC 733 ~ Doctoral Dissertation .................................................. 3 credits
DOC 734 ~ Doctoral Project IV ..................................................... 3 credits

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the “A” course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the “B” course. DOC 733 A and B........................................................................... 3 credits

Additional Admission Requirements for the EdD/CI
All applicants are expected to meet the following admissions requirements:

- A graduate degree from a regionally approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.

- Official transcripts listing a minimum of three (3) graduate level credits in research methods, statistics or scientific reasoning with a grade of “C” or better.

- Current or a record of past employment in supervisory or management position is required for admission.
• Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.
• All doctoral (including reentry students) students will be required to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning in one of the following manners.
  - Applicable undergraduate University of Phoenix coursework completed within 10 years with a grade of C or better
  - Applicable graduate University of Phoenix coursework completed within 15 years with a grade of C or better
  - An official transcript reflecting 3 credits of undergraduate or comparable coursework in research, statistics, or quantitative reasoning completed within 10 years with a grade of C or better.
  - An official transcript reflecting 3 credits of graduate coursework in research, statistics, or quantitative reasoning completed within 15 years with a grade of C or better.
  - A minimum score of at least 149 for quantitative sections and a 4.25 on the analytical section of the GRE completed within the last 10 years

**Academic Progression Requirements for the EdD/CI**

Students are subject to the following academic progression requirements:

• Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.

• Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).

• Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course.

• DOC 721R Doctoral Seminar I may only be repeated one time.

**Degree Requirements for the EdD/CI**

Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:

• A minimum of 68 doctorate credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion of all residencies.
• Written approval of the dissertation proposal.
• Satisfactory oral defense and written completion of the dissertation.

The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.

• Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.

The diploma awarded for this program will read as: Doctor of Education and will not reflect the specialization. Specializations are reflected on the transcript only.

**Residency Requirements and Course Waivers for the EdD/CI**

Students must meet the following residency requirements:

• Completion of physical residencies.
  - Five-day residency at the beginning of the program.
  - Three-day residency at the beginning of year two.
  - Eight-day residency at the beginning of year three.

• If a student’s dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.
• Students may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
• In order to be granted a waiver with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:
  • The course must have been completed and transcibted from a regionally or, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
  • The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• The following courses may not be waived: COM 705, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, PHL 700R, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R
• The dissertation may not be waived.

Course Descriptions for the EdD/CI

Communication Strategies
This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix’s adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.
SEM 700R ................................................................. 0 credits

Doctoral Program Orientation Seminar
SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies’ integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.
LDR 711A ................................................................. 3 credits

Leadership Theory and Practice
This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.
EDD 711 ................................................................. 3 credits

Social Contexts and Contemporary Issues
This course focuses on the historical concepts, demographic trends, and current issues of education. An analysis of institutions, unionization, technology, and diversity are of focus.
EDD 724 ............................................................................. 3 credits

Instructional Leadership
This course analyzes the process of instruction and curriculum development. Effective teaching and learning strategies are explored as they relate to the use of technology, motivating staff and students, and creating dynamic learning environments. The importance of faculty development and their involvement in research and public service are of special focus.
CUR 711 ............................................................................. 3 credits

Developmental and Learning Theories
Theories on the physical, social, emotional, and intellectual development of learners across the lifespan are the focus of this course. These theories and their effect on the educational process and the design and implementation of instructional programs will be examined.
CUR 712 ............................................................................. 3 credits

Curriculum Theory
This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorist and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.
RES 711 ............................................................................. 3 credits

Fundamental Principles of Sound Research
RES 711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.
RES 722A ................................................................. 3 credits

Research Design
This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.
RES 723 ............................................................................. 3 credits

Advanced Statistical Research Methods and Design
The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.
RES 724 ............................................................................. 3 credits

Qualitative Methods and Design
This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students’ understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.
EDD 721 .................................................. 3 credits
Planning and Leading Change
This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.
CUR 721 .................................................. 3 credits
Assessment of Student Learning
In this course, learners focus on the creation of systemic models of curriculum development, including consideration of schedule, structure, stakeholder involvement, and end products. Learners will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.
CUR 722 .................................................. 3 credits
Instructional Models
This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs and staff development are of special focus.
CUR 723 .................................................. 3 credits
Assessment of Student Learning
This course explores student assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Among the key topics are outcomes-based assessment - such as standardized achievement and criterion assessment, as well as the influence of leadership styles on these outcomes.
PHEL 700R .............................................. 3 credits
Creative and Critical Thinking
This course challenges the learner to become a creative leader/problem-solver and to begin the process of personal transformation by questioning one's assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.
DOC 721R ............................................... 2 credits
Doctoral Seminar I
This 3-day residency course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation. This course will incorporate learners from various doctoral programs/disciplines.

DOC 731R ............................................... 3 credits
Collaborative Case Study
This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders.

CUR 723 .................................................. 3 credits
Doctoral Seminar III
This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.

DOC 732R ............................................... 2 credits
Annual Renewal Residency
This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in "all but dissertation" status.

CUR 731 .................................................. 3 credits
Supervision of Curriculum and Instruction
This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.

EDD 732 .................................................. 3 credits
Contemporary Policy Analysis and Development
This course provides an overview of contemporary education policy analysis and development. The Federal, state, local, and institutional levels of policy development are explored. The factors that influence the analysis and development of policy are discussed in depth. The evaluation and revision of policies and future trends and implications are examined.

CUR 732 .................................................. 3 credits
Program Evaluation
This course explores program evaluation models and methods utilized in learning organizations. Both formative and summative methods are discussed, and their merits and faults are debated. Accreditation issues are among the key topics, and the influence of leadership style on program evaluation methods is examined.
RES 725 .................................................................................... 3 credits
**Descriptive and Comparative Data Analysis**
This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hoetelling’s T, MANOVA and related techniques. Depending on the learners’ needs other approaches may be covered.

RES 726 .................................................................................... 3 credits
**Correlational Methods of Analysis**
This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners’ needs, other approaches may be covered.

RES 727 .................................................................................... 3 credits
**Approaches to Phenomenological Inquiry and Data Analysis**
This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.

RES 728 .................................................................................... 3 credits
**Qualitative Case Study**
This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.

RES 729 .................................................................................... 3 credits
**Ethnomethodology and the Study of Culture**
In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g., observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on “thick description” as a critical mode of representation.

RES 745 .................................................................................... 3 credits
**Grounded Theory Methods**
This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.

RES 746 .................................................................................... 3 credits
**Mixed Methods**
The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.

DOC 722 .................................................................................. 3 credits
**Doctoral Seminar II**
This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

DOC 733 .................................................................................... 3 credits
**Doctoral Dissertation**
This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

DOC 734 .................................................................................... 3 credits
**Doctoral Project IV**
This is the final course in the program’s sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.
The following Doctor of Education in Higher Education Administration (Ph.D./HEA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Ph.D./HEA degree is consistent with the University’s mission to educate students to achieve their professional goals, improve the quality of education in their communities and in the community of scholarship surrounding higher education administration.

Program Goals
The goals of the Ph.D. in higher education program are to:
- Cultivate ethical leaders who possess transferable skills and acumen for a variety of settings and roles
- Encourage a systemic approach to higher education administration
- Foster professionally socialized educational administrators
- Enhance participation in the global higher education community
- Prepare proficient researchers in higher education

 Throughout the program, learners will evidence the following competencies to meet these goals:
- Understand the theory and practice related to the major domains of higher education
- Demonstrate adaptability in using that knowledge in a variety of contexts and organizational configurations
- Develop a holistic understanding of higher education constituencies
- Foster models for collaborative relationships with and among individuals and organizations
- Determine a course of professional development and life-long learning
- Engage with professional associations and organizations
- Demonstrate knowledge of the diverse philosophical, social, and historical contexts and ideologies of education (colonialism and educational development)
- Foster programs that incorporate a meaningful regard for and participation in cultural pluralism
- Demonstrate proficiency in various research methodologies
- Contribute substantial and original research to the body of knowledge

Program Structure
The Ph.D./HEA program has a 65-credit requirement that involves online modalities of instruction, residency requirements, and a comprehensive examination. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required course work.
Learners will attend 10 days in residency during the 3-year program. Five days near the beginning of the first year and five days prior to the comprehensive exams after the common core of the classes is completed. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the Ph.D./HEA degree is the successful completion and oral defense of a significant, substantial, and independently completed Doctoral Dissertation that adds new information to the body of higher education leadership knowledge.

The dissertation provides the learner an opportunity to demonstrate mastery of germinal and current literature and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program’s curriculum is designed to develop the student’s ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research methodology for addressing these issues. Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/phd-hea.

**PHD/HEA Required Course of Study**

Courses requiring prerequisites are identified by a ~ symbol following the course number.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 705</td>
<td>Communication Strategies</td>
<td>1 credit</td>
</tr>
<tr>
<td>SEM 700R</td>
<td>Doctoral Program Orientation Seminar</td>
<td>0 credits</td>
</tr>
<tr>
<td>EDU 711</td>
<td>Core Functions of Higher Education Administration</td>
<td>3 credits</td>
</tr>
<tr>
<td>DOC 710R</td>
<td>Doctoral Studies Seminar and Workshop</td>
<td>3 credits</td>
</tr>
<tr>
<td>PHL 713</td>
<td>Philosophy of Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 721</td>
<td>Social, Political, and Ethical Aspects of Higher Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 706</td>
<td>Comparative Models of Higher Education Administration</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 724</td>
<td>Student Development Theory</td>
<td>3 credits</td>
</tr>
<tr>
<td>RES 714</td>
<td>Quantitative Methods and Statistical Analyses</td>
<td>3 credits</td>
</tr>
<tr>
<td>RES 715</td>
<td>Qualitative Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>ORG 722</td>
<td>Organizational Theory, Planning, and Change</td>
<td>3 credits</td>
</tr>
<tr>
<td>FIN 723</td>
<td>Higher Education Finance and Economics</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**PHD/HEA Elective**

Must be Method-Oriented Independent Study or Applied Research Methods course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC 711</td>
<td>Planning, Evaluation, &amp; Assessment in Higher Education Administration</td>
<td>3 credits</td>
</tr>
<tr>
<td>ELEC 710</td>
<td>Professional Development and Socialization</td>
<td>3 credits</td>
</tr>
<tr>
<td>ELEC 712</td>
<td>PHD/HEA Elective</td>
<td>3 credits</td>
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</table>

**Annual Renewal Residency (as required)**

**Elective Courses to Fulfill ELEC 710**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RES 723A</td>
<td>Advanced Statistical Research Methods and Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>RES 724A</td>
<td>Qualitative Methods and Design</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Elective Courses to Fulfill ELEC 711**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 701</td>
<td>Diversity and Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 702</td>
<td>Academic Affairs Administration</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 703</td>
<td>History of Education in the Americas</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 704</td>
<td>Student Affairs Administration</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 705</td>
<td>The Inclusive Campus: Addressing Differing Student Needs</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 707</td>
<td>History of Education</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

University of Phoenix, 2013-2014

**SCHOOL OF ADVANCED STUDIES**
LDR 706 ~ .................................................................3 credits
Leadership, Management, and Supervision
ORG 707 ~ .................................................................3 credits
Advanced Systems Thinking
RES 725 ~ .................................................................3 credits
Descriptive and Comparative Data Analysis
RES 726 ~ .................................................................3 credits
Correlational Methods of Analysis
RES 727 ~ .................................................................3 credits
Approaches to Phenomenological Inquiry and Data Analysis
RES 728 ~ .................................................................3 credits
Qualitative Case Study
RES 729 ~ .................................................................3 credits
Ethnomethodology and the Study of Culture

Elective Courses to Fulfill ELEC 712

COM 701 ~ .................................................................3 credits
Diversity and Communication
EDU 701 ~ .................................................................3 credits
Academic Affairs Administration
EDU 702 ~ .................................................................3 credits
History of Education in the Americas
EDU 703 ~ .................................................................3 credits
Student Affairs Administration
EDU 704 ~ .................................................................3 credits
Understanding the Infrastructure of Higher Education
EDU 705 ~ .................................................................3 credits
The Inclusive Campus: Addressing Differing Student Needs
EDU 712 ~ .................................................................3 credits
History of Education
EDU 709 ~ .................................................................3 credits
The Community College
IND 701 ~ .................................................................3 credits
Independent Study I
IND 702 ~ .................................................................3 credits
Independent Study II
IND 703 ~ .................................................................3 credits
Independent Study III
LDR 706 ~ .................................................................3 credits
Leadership, Management, and Supervision
ORG 707 ~ .................................................................3 credits
Advanced Systems Thinking
RES 725 ~ .................................................................3 credits
Descriptive and Comparative Data Analysis
RES 726 ~ .................................................................3 credits
Correlational Methods of Analysis
RES 727 ~ .................................................................3 credits
Approaches to Phenomenological Inquiry and Data Analysis
RES 728 ~ .................................................................3 credits
Qualitative Case Study
RES 729 ~ .................................................................3 credits
Ethnomethodology and the Study of Culture

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and dissertation defense requirements for the doctoral program. Students have the option to complete the B or B and C courses for either DOC 736 and/or DOC 738 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 736B or DOC 738B must be awarded a letter grade from the faculty member for their final attempt at the "B" course. Students who proceed from DOC 736B or DOC 738B to DOC 736C or DOC 738C, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "C" course.

DOC 736 B and C ~ ..................................................3 credits
Dissertation I
DOC 738 B and C ~ ..................................................3 credits
Defense

Students may be required to complete DOC 736C and DOC 738C until all programmatic requirements and approvals have been met. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the PHD/HEA

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- A minimum equivalent of 2 years professional experience in an education setting or 2 years experience in a professional supervisory role within an equivalent (business, social services) setting.
- All doctoral (including reentry students) students will be required to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning in one of the following manners.
  - Applicable undergraduate University of Phoenix coursework completed within 10 years with a grade of C or better
  - Applicable graduate University of Phoenix coursework completed within 15 years with a grade of C or better
  - An official transcript reflecting 3 credits of undergraduate or comparable coursework in research, statistics, or quantitative reasoning completed within 10 years with a grade of C or better.
  - An official transcript reflecting 3 credits of graduate coursework in research, statistics, or quantitative reasoning completed within 15 years with a grade of C or better.
  - A minimum score of at least 149 for quantitative sections and a 4.25 on the analytical section of the GRE completed within the last 10 years
Independent Study Requirements for the PHD/HEA

- Students must submit a request for enrollment in an independent study course (IND 701, IND 702 or IND 703) to the Dean of the School of Advanced Studies or the Doctoral Program Chair for approval. Students may not enroll in an independent study course until approval is granted by the Dean or Doctoral Program Chair.
- Within the first week of any independent study, the faculty and student(s) must design, complete, and submit a learning contract and course syllabus to the Program Chair presiding over the Ph.D. program.
- All independent studies must culminate in a substantive project completed by the student(s). The aims and expected outcomes of this project must be clearly illustrated in the learning contract and syllabus. Examples of acceptable projects include publication-quality papers and draft chapters of the dissertation proposal.

Academic Progression Requirements for the PHD/HEA

Doctor of Philosophy in Higher Education Administration students are subject to the following academic progression requirements:

- Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- All students must successfully complete each course (except COM 705 and EXAM 799) with a "B"- or better grade before proceeding to any subsequent online, residency, or directed study course.
- Any student who does not maintain a minimum GPA of 3.0 will be put on academic probation.
- Academic probation will last for four consecutive courses during which time students must (1) raise their GPA to a minimum of 3.0 and (2) earn at least a grade of "B" in each course.
- Courses cannot be taken as directed studies without permission, obtained via SAC appeal, from the program's Dean.
- Students will be allowed to have only one incomplete grade on their records at a time. Students will have up to 5 weeks to complete a course once an incomplete has been issued.
- Students must not enroll in EXAM 799 until all other course work is completed, with the exception of electives/independent studies, dissertation courses (DOC 736A/B/C, DOC 737, and DOC 738A/B/C), and DOC 740R.
- Students must have their dissertation proposals approved by their dissertation committee members, the School's Review Board, and the Institutional Review Board as a completion requirement for DOC 736A, DOC 736B, or DOC 736C. DOC 736B and DOC 736C have been provided as optional courses to give learners additional time with mentor to meet course and program requirements. Students may not enroll in DOC 737 without an approved proposal.
- Students may be required to complete DOC 736B and DOC 736C until all approvals for the proposal have been received by the committee members, the School's Quality Review, and the Institutional Review Board.

Degree Requirements for the PHD/HEA

Doctor of Philosophy in Higher Education Administration students must meet the following degree requirements:

- A minimum of 92 doctorate credits in the Required Program Category Preferred Sequence.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of all residencies is required.
- Successful completion of the comprehensive examination is required. Should a student fail to complete the examination at the requisite level of performance (a grade of B or better), he or she will be allowed to repeat EXAM 799 once. If a student fails to earn a B on the second attempt, he or she will be scholastically suspended and will not be able to continue in the program.
- Successful oral defense and approval of the final dissertation by the dean is required.
- Completion of the graduation information packet:
  - The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
  - Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
Residency Requirements for the PHD/HEA

Doctor of Philosophy in Higher Education Administration students must meet the following physical residency requirements: Completion of the following residencies are mandatory:

- Five-day residency at the beginning of the program.
- Five-day residency during year three.
- If a student's dissertation has not been completed and approved by the dean within 12 months of completing all coursework except DOC 736A, DOC 736B, DOC 736C, DOC 737, DOC 738A, DOC 738B, and DOC 738C, he or she must attend DOC 740R, a non-credit, three-day weekend residency course.

- Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- Students may not waive any of the following courses: COM 705, DOC 721, EDU 711 DOC 730R, DOC 710R, EXAM 799, DOC 720
- Any dissertation courses (DOC 736A, B, and C; DOC 737; or DOC 738A, B, and C)

In order to waive a course in the Ph.D. program, students must have completed a previous course that meets the following criteria:

- The course must have been completed and transcripted from a regionally, approved nationally accredited college or university or one in candidacy for accreditation.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The dissertation will not be waived from the degree program.

Course Descriptions for the PHD/HEA

COM 705 .................................................................1 credit

Communication Strategies
This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix's adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

SEM 700R ...........................................................0 credits

Doctoral Program Orientation Seminar
SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies' integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.

EDU 711 .................................................................3 credits

Core Functions of Higher Education Administration
This course examines the major features of the three core functional areas of modern higher education. The course focuses on the administration of higher education institutions and includes the 1) student experience, including student development and learning; 2) faculty and staff issues, including RPT (retention, promotion, and tenure), faculty and staff development, curriculum, governance; and 3) infrastructure concerns, including planning, technology, and facilities.

SOC 721 .................................................................3 credits

Philosophy of Education
Why educate? This course will commence with basic questions that underlie the purposes of formal and non-formal education. Global perspectives on values, beliefs, cultural referents, and goals of education will be examined from ancient days through current theorists. The course will culminate with the student's developing a personal philosophy of education that emerges from the study of various philosophies, both formal and non-formal.

SOC 721 .................................................................3 credits

Social, Political, & Ethical Aspects of Higher Education
Learners will undertake research into the intertwined aspects of social and political constructs as they impact ethical decision-making in higher education administration. Stakeholders, economics, political agendas, beliefs, values, cultures, and religions will be examined within a framework of ethical theories of problem-solving and resolution strategies. Students will conclude this course with a personal assessment of ethical philosophy as it applies to the realm of higher education.

EDU 706 .................................................................3 credits

Comparative Models of Higher Education
This course will present a comparative perspective of educational systems that exist in today's world. Introducing the relationship between culture and education, the course will present a brief historical analysis of the social, political, economic, and development antecedents to educational systems. Cross-national comparative analysis, educational borrowing and transfer, and current trends and transfer in the British, French, German, Russian, U.S., and hybrid systems that serve as the basic models for higher education throughout the world. In the culmination of this course, learners will investigate the trends in unifying systems into a global synthesis of higher education. China and Eastern philosophy.
EDU 724 ........................................................................................................ 3 credits

Student Development Theory
This course will foster an enhanced understanding of college students through an examination of the psychosocial, cultural, cognitive-structural, identity, and typology theories related to college student development. Application and use of theory to everyday practice and a broad range of students in higher education will be discussed.

RES 714 ........................................................................................................ 3 credits

Quantitative Methods and Statistical Analyses
This course is designed to provide students with an overview of quantitative research approaches and their application to decision making in higher education. Various methodologies for data collection and statistical analyses will be discussed, with an emphasis on the ways in which quantitative analyses are utilized in educational settings.

ORG 722 ....................................................................................................... 3 credits

Qualitative Methods
This course is designed to provide students with an overview of qualitative research approaches and the application to work in higher education. Various methods for data collection and analyses will be discussed including: ethnography, grounded theory, case studies, discourse analysis, and phenomenology.

FIN 723 ........................................................................................................ 3 credits

Higher Education Finance and Economics
This course introduces and examines the major features of the financial functions operative within various kinds of institutions of higher education. Specifically, the financial functions of the following kinds of colleges and universities will be compared and contrasted: types of degree-granting institutions; public and private, non-profit and for-profit entities; small, medium, and large entities; urban, suburban, and rural entities; and unionized and non-unionized entities. In each case, traditional income streams, non-traditional, and emerging income streams will be explored, in conjunction with traditional cost centers, non-traditional cost centers, and emerging cost centers. Traditional, new, and emerging administrative practices being utilized by financial managers to control the economic dynamics engendered by various combinations of the above variables will be discussed.

DOC 720 ....................................................................................................... 3 credits

Proposal Seminar
This course will assist learners in determining their dissertation topic. Learners will work on their own dissertation prospectus/proposal as well as discuss the work of the other learners in the class. Upon completion of this course, learners will develop their problem statement and purpose statement, as well as determine the most effective research tradition to use for their dissertation. At the end of this course, learners will have incorporated this information to form the first chapter of their dissertation proposal.

DOC 721 ....................................................................................................... 3 credits

Prospetus and Proposal Workshop
This course begins the formal development of the learner’s dissertation. This development will be ongoing throughout the curriculum and result in the dissertation submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner’s dissertation.

LAW 731 ....................................................................................................... 3 credits

Legal Aspects of Higher Education
This course provides an analysis of the legal issues prevalent in higher education institutions. Major topics of discussion include accreditation and regulatory issues, federal and state constituents and laws, institutional and individual legal issues, student rights, employment agreements, and the legal aspect of technology. Learners review case laws and specific pieces of education legislation to provide a basis for their legal decisions and policy making.

EDU 732 ....................................................................................................... 3 credits

Planning, Evaluation, & Assessment in Higher Education Administration
This course will explore various concepts, theories, and methodologies underlying program planning, development, and assessment. Focusing on higher education administration, course content will address issues of purpose, goals, activities, outcomes, and evaluation in a variety of higher educational endeavors. Campus and off-campus program development, including feasibility, financial planning, staffing, and report management will provide knowledge and skills to effectively undertake campus initiatives.

DOC 730R .................................................................................................... 3 credits

Professional Development & Socialization in Higher Education Administration
This course explores various aspects of daily work in higher education administration with a focus on the professional development of the learner. Topics will include: Grant-writing, program proposal development, scholarship and writing for publication, identifying external funding-sources, involvement in professional associations, and updating or developing a Curriculum Vitae.

EXAM 799.................................................................................................. 1 credit

Comprehensive Examination
The comprehensive examination is a program requirement for the Doctor of Philosophy degree from the University of Phoenix. Examinations are administered online, and a successful grade must be earned for learners to attend the dissertation and elective course work and move to candidacy.

DOC 736A .................................................................................................... 3 credits

Dissertation I
The purpose of this course is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) review. Quality Review of the research method and IRB approval must be received to progress to DOC 737
DOC 737 .................................................................3 credits

Dissertation II
Learners enroll in this mentor-guided course while collecting and analyzing data for their dissertation. Learners are expected to finalize their dissertation with their committee during this course. In this course learner/mentor agreement serves as the catalyst for completing the study’s research, findings, recommendations, and conclusions.

DOC 738A .................................................................3 credits

Defense
In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)

DOC 740R .................................................................0 credit

Annual Renewal Residency
This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC 728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in “all but dissertation” status.

RES 723A .................................................................3 credits

Advanced Statistical Research Methods and Design
The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.

RES 724A .................................................................3 credits

Qualitative Methods and Design
This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students’ understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.

RES 725 .................................................................3 credits

Descriptive and Comparative Data Analysis
This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hotelling’s T, MANOVA and related techniques. Depending on the learners’ needs other approaches may be covered.

RES 726 .................................................................3 credits

Correlational Methods of Analysis
This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners’ needs, other approaches may be covered.

RES 727 .................................................................3 credits

Approaches to Phenomenological Inquiry and Data Analysis
This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.

RES 728 .................................................................3 credits

Qualitative Case Study
This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.

RES 729 .................................................................3 credits

Ethnomethodology and the Study of Culture
In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on “thick description” as a critical mode of representation.

COM 701 .................................................................3 credits

Diversity and Communication
This course explores how the language of leadership can serve to include rather than exclude people. The major content areas of this course will be on not singling people out for race, age, disability, sexual orientation, and on being consistent in their treatment of people within a group. Upon completion of this course, learners will be able to investigate and analyze various aspects of their language for any ways that stereotypes are perpetuated or some groups of people are given less value.
EDU 701 .................................................................................. 3 credits

**Academic Affairs Administration**

This course introduces and examines the major functions traditionally housed in the academic wing of a given institution. Specifically, the following faculty roles and responsibilities will be addressed: those in institutional governance, those in curriculum development and design, those in curriculum delivery, those in student recruitment and retention, and those in institutional advancement. Delivery methods; relationship between curriculum and finances (subsidizing); selection, development, termination of programs; responsiveness to the marketplace; using data to make curricular decisions; Student learning outcomes (balancing with budgetary constraints); politics and curriculum.

EDU 702 .................................................................................. 3 credits

**History of Education in the Americas**

An in-depth analysis of the development of education in Canada, Central America, South American nations, and the United States will form the basis of this course. Topics will include indigenous educational perspectives, the development of education (K-post-secondary), major forces affecting educational development at all levels, and the political, social, economic, and cultural contexts of educational development. Public and private endeavors in education through the 20th century will be presented.

EDU 703 .................................................................................. 3 credits

**Student Affairs Administration**

This course will explore the history, philosophy, and purposes of student affairs administration, examining both its theoretical and practical foundations. Students will investigate issues and problems currently facing student affairs administration in the ever-changing educational climate and focus on the future of the profession.

EDU 704 .................................................................................. 3 credits

**Understanding the Infrastructure of Higher Education**

This course will examine the evolution of the Higher Education Academy from an organizational, political, philosophical, cultural, economic, and policy-oriented point of view. Students will become familiar with the campus culture through the evolution of various campus models that impact how departments function on-campus and work collaboratively to support the institution’s mission and educate students.

EDU 705 .................................................................................. 3 credits

**The Inclusive Campus: Addressing Differing Student Needs**

This course will provide an overview of the various physical, mental, social, cultural, and economic factors that contribute to the uniqueness of students with individual differing abilities as related to campus culture and climate. Drawing from current topics and research in higher education administration, the behavior of and trends related to the needs of this student population will be examined.

EDU 712 .................................................................................. 3 credits

**History of Education**

This course will present the learner with a comprehensive survey of the purposes and educational developments from ancient civilizations in Africa (Egypt, Babylonia, Assyria, Persia), Asia (China, Indus Valley), Greece, and Rome through the 20th century. Hindu, Jewish, Muslim, Christian, and Buddhist traditions, Zhou Dynasty, Medieval/Renaissance/Reformation, Enlightenment, Industrial, and Post-Industrial educational developments will be studied as a prelude to investigating comparative educational systems.

EDU 709 .................................................................................. 3 credits

**The Community College**

In this course, learners study the contexts, systems, and purposes of the community college within the higher education environment.

IND 701 .................................................................................. 3 credits

**Independent Study I**

The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program’s chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.

IND 702 .................................................................................. 3 credits

**Independent Study II**

The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program’s chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.

IND 703 .................................................................................. 3 credits

**Independent Study III**

The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program’s chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.

IND 704 .................................................................................. 3 credits

**Leadership, Management, and Supervision**

This course investigates building teamwork and commitment, coaching and mentoring, collective bargaining and contract negotiations, and delegating. Upon completion of this course, learners will have the following competencies: the ability to plan work teams and increase the effectiveness of their work, use coaching to improve the work of the underachiever as well as continued growth of all employees, arrange and participate in collective bargaining and contract negotiations, and delegate work to subordinates.
University of Phoenix, 2013-2014

Advanced Systems Thinking
With organizational change a certainty and no quick fix the problems of these organizations, this course will assist learners in dealing with uncertainty in the workplace and making decisions when neither the problems nor goals are clear. Upon completion of this course, learners will be able to think and act holistically to see connections among systems and how decisions in one area might affect the rest of the system.

Dissertation I
The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC 737.

Dissertation I
The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC 737.

Defense
In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)

Doctor of Philosophy in Industrial/Organizational Psychology
The following Doctor of Philosophy in Industrial/Organizational Psychology (Ph.D./IO) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Doctor of Philosophy in Industrial/Organizational Psychology (Ph.D./IO) program will prepare graduates for careers in industrial/organizational psychological research, consulting, and instruction with emphasis on employee issues, organizational development, human resource management, and research expertise. Competence and effectiveness in any organization find their roots in the people the organization employs and develops. Under this auspice, leaders recognize the significance of critical human resource methods, such as job design and analysis, organizational culture assessments, training and development, and talent management, on the sustainability and prosperity of any organization. Thus, both strategic and tactical decision-making must be based in sound, methodologically rich data gathering and analysis, as well as robust theoretical frameworks for explaining workplace behavior. Possession of this knowledge and these skill sets place industrial/organizational psychologists in a crucial role for organizations, and as either consultants or leaders themselves, these professionals utilize data-driven inquiry and responses to improve efficacy, develop and maintain cultures of high performance, and enrich the workplace lives of employees.

The Ph.D./IO program engages learners in academic inquiry into organizations and human behavior in the world of work, with foundational coursework in the history and functions of I/O psychology as well as an intensive, rigorous research curriculum. Through these dual emphases, the program challenges learners to develop the habits of mind and critical dispositions required to produce complex, yet practical, inquiry aimed at organizational and human development. Furthermore, the program explores the ethical aspects of I/O psychology practice, ensuring that learners respect and work toward enhancing the well being of the people whom they serve.

The I/O Psychology profession is characterized by the theory/practice continuum practitioners embody in every facet of their work, perhaps more so than most organizational workers. As such, the Ph.D./IO degree is consistent with the University’s mission to educate students to achieve their professional goals, improve the productivity of educational organizations, and to improve the quality of their communities as well as the community of scholarship on industrial/organizational psychology.
Mission Statement
The mission of the I/O program is to develop leaders who positively influence the effectiveness of industrial/organizational settings through application of theory, research, assessment, evaluation, and intervention.

Goals and Competencies
The goals of the Ph.D. in Industrial/Organizational Psychology program are to:
- Cultivate interdisciplinary and adaptable inquiry methods and attitudes through a program of foundational industrial/organizational psychology as well as analyses of emergent trends and concepts in organizational study
- Prepare researchers who contribute substantively to the industrial/organizational psychology body of knowledge and who effect organizational development
- Encourage lifelong learning and leadership within the field of Industrial/Organizational Psychology through reflexive, transformational learning principles and practices
- Assist learners in forming sound ethical frameworks for organizational research and practice

Throughout the program, learners will evidence the following competencies to meet these goals:
- Apply and communicate psychological knowledge and research methods within industrial/organizational settings
- Apply critical thinking skills and assessment to theory, research, and practice
- Evaluate the relationship between social influences and human behaviors
- Integrate ethical concepts into the study of industrial/organizational psychology
- Contribute to the body of knowledge in industrial/organizational psychology

Program Structure
The Ph.D. in Industrial Organizational Psychology (I/O Psych) program has a 98-credit requirement that involves an in-route master’s, a master’s project, residency, online modalities of instruction, and a Comprehensive Exam. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required course work.

Learners will attend 10 days in residency during the program. Five days of residency begin the doctoral portion, and a 5-day session follows after immersion in the doctoral courses. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation.

Additionally, in the final residency, learners will apply their knowledge in a collaborative way to learn the process of consulting within the field of I/O. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the Ph.D./I/O Psych degree is the successful completion and oral defense of a significant, substantial, and independently completed Doctoral Dissertation that adds new information to the body of educational leadership knowledge.

The dissertation provides the learner an opportunity to demonstrate mastery of germinial and current literature and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program’s curriculum is designed to develop the student’s ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research methodology for addressing these issues.

Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/phd-io.

**PHD/I/O Required Course of Study**
Courses requiring prerequisites are identified by a ~ symbol following the course number.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYCH 700 Introduction to I/O</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYCH 701 History and Systems of Psychology</td>
<td>3 credits</td>
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<tr>
<td>PSYCH 702 Social Psychology</td>
<td>3 credits</td>
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<tr>
<td>PSYCH 703 Personality Theories</td>
<td>3 credits</td>
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<tr>
<td>ORG 714 Organization Theory and Design</td>
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<tr>
<td>PSYCH 704 Current and Future Topics</td>
<td>3 credits</td>
</tr>
<tr>
<td>RES 731 Research Methods and Statistics in I/O (I)</td>
<td>3 credits</td>
</tr>
<tr>
<td>RES 732 Research Methods and Statistics in I/O (II)</td>
<td>3 credits</td>
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<tr>
<td>RES 733 Criterion Development, Performance evaluation, and Appraisal</td>
<td>3 credits</td>
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<tr>
<td>PSYCH 705 Personnel Psychology</td>
<td>3 credits</td>
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<tr>
<td>RES 741 Testing and Measurement</td>
<td>3 credits</td>
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<tr>
<td>PSYCH 706 Human Performance, Assessment, and Feedback</td>
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<tr>
<td>ORG 730 Organization Development</td>
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<td>PSYCH 707 Leadership Theory and Management Theory</td>
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<tr>
<td>PSYCH 708 Work Motivation and Job Attitudes</td>
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<tr>
<td>PSYCH 709 Ethical, Legal, and Professional Contexts of I/O Psychology</td>
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<tr>
<td>PSYCH 710 Master’s Project</td>
<td>1 credit</td>
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<tr>
<td>PSYCH 720R Dissertation Process</td>
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University of Phoenix, 2013-2014
SCHOOL OF ADVANCED STUDIES
Additional Admission Requirements for the PHD/IO

- A bachelor’s degree with a cumulative total of nine credit hours in any of the following disciplines: statistics, social science, and/or psychology. Credits must be from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or equivalent bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 posted on the bachelor’s degree, or one of the following:
  - 3.5 for the last two academic years of coursework posted on the official bachelor’s transcript
  - a cumulative GPA of 3.0 posted on a master’s transcript
  - a cumulative GPA of 3.0 posted on a doctoral transcript
- A minimum score of at least 150 for verbal, 149 for quantitative sections and a 4.25 on the analytical section of the GRE is required for admission.

Academic Progression Requirements for the PHD/IO

Doctor of Philosophy in Industrial/Organizational Psychology students are subject to the following academic progression requirements:

- All students must earn a course grade of “B-” or better or they will be scholastically disqualified and must repeat the course. Each course may be repeated only once. If a student fails to earn a B- on the second attempt, he or she will be scholastically suspended and will not be able to continue in the program. After four course repetitions, if a student earns a course grade of less than a B- in a fifth course, he or she will be scholastically suspended and will not be able to continue in the program.

- Successful completion of the comprehensive examination is required. Should a student fail to complete the examination at the requisite level of performance he or she will be allowed to repeat PSYCH 799 once. If a student fails to earn a B- on the second attempt, he or she will be scholastically suspended and will not be able to continue in the program.

- Courses cannot be taken as directed studies without permission obtained via SAC appeal.

- Any student who does not maintain a minimum GPA of 3.0 will be put on academic probation.

- Academic probation will last for four consecutive courses during which time students must (1) raise their GPA to a minimum of 3.0 and (2) earn at least a grade of “B” in each course.

- Students will be allowed to have only one incomplete grade on their records at a time. Students will have up to 5 weeks to complete a course once an incomplete has been issued.

- Satisfactory completion of PSYCH 710 and its prerequisite course of study is required for enrollment in PSYCH 720R.

- Students must have their dissertation proposals approved by their dissertation committee members, the School’s Review Board, and the Institutional Review Board as a completion requirement for DOC 736A, DOC 736B, and/or DOC 736C. DOC 736IB and DOC 736IC have been provided as optional courses to give learners additional time with the mentor to meet course and program requirements. Dissertation I: Students may not enroll in DOC 737I without an approved proposal.

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>RES 750</td>
<td>Approaches to Research: Quantitative/Qualitative I</td>
<td>3</td>
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<tr>
<td>RES 751</td>
<td>Approaches to Research: Quantitative/Qualitative II</td>
<td>3</td>
</tr>
<tr>
<td>RES 752</td>
<td>Research Constructs and Design</td>
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</tr>
<tr>
<td>PSYCH 740</td>
<td>Judgment and Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 750</td>
<td>Consulting and Business Skills</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 760</td>
<td>Measurement of Constructs</td>
<td>3</td>
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<tr>
<td>PSYCH 760R</td>
<td>Psychometrics</td>
<td>3</td>
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<tr>
<td>RES 765</td>
<td>Consulting Processes in I/O</td>
<td>3</td>
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<td>PSYCH 770</td>
<td>Multivariate Statistics</td>
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<td>RES 770</td>
<td>Attitude Theory Measurement and Change</td>
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<td>PSYCH 770R</td>
<td>Elective (PSYCH 780 or PSYCH 790)</td>
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<td>PSYCH 799</td>
<td>Comprehensive Exam</td>
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<td>DOC 735</td>
<td>Research Proposal</td>
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<td>DOC 736 IA</td>
<td>Dissertation I</td>
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<tr>
<td>DOC 737 I</td>
<td>Dissertation II</td>
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<td>DOC 738 IA</td>
<td>Defense</td>
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<td>DOC 740R</td>
<td>Annual Residency Renewal (as required)</td>
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<td>Consumer Behavior (780) or Independent Study (790)</td>
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<td>PSYCH 720</td>
<td>Approaches to Research: Quantitative/Qualitative I</td>
<td>3</td>
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<tr>
<td>PSYCH 730</td>
<td>Approaches to Research: Quantitative/Qualitative II</td>
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<td>PSYCH 740</td>
<td>Judgment and Decision Making</td>
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<td>DOC 740R</td>
<td>Annual Residency Renewal (as required)</td>
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</table>
• Proposals may not be submitted for approval until after successful completion of PSYCH 760R. Students may be required to complete DOC 736IC and DOC 738IC until all approvals have been received by the committee members, the School’s Quality Review, and the Institutional Review Board.

• Students may not begin data collection until dissertation committee members, the School’s Review Board, and the Institutional Review Board have approved the proposal.

• Students must have their dissertation approved by their dissertation committee members and the Dean to complete DOC 738IA, DOC 738IB, or DOC 738IC. DOC 738IB and DOC 738IC have been provided as optional courses to give learners additional time with the mentor to meet course and program requirements.

• Dissertation defenses must take place in DOC 738IA, IB, or IC.

• Students may not be enrolled in more than one course at a time.

• Students may enroll in DOC 740R concurrently with any of the dissertation courses.

• Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course RES 770. Once learners have completed DOC 740R, it does not need to be repeated unless the learner chooses to take it again.

• Learners who so choose may repeat DOC 740R.

• Learners must have one dissertation committee member who has earned a doctoral degree from an accredited institution in the discipline of the degree.

Master Degree Requirements for the PHD/IO

As a matriculation benchmark of the PHD/IO program, students will be awarded a Master of Science in Industrial/Organizational Psychology degree by meeting the following requirements:

• A minimum of 49 doctorate credits in the Required Program Category Preferred Sequence.

• Enroll in PSYCH 710 (Master’s Project) within 3 years of completing the first course (PSYCH 700).

• Satisfactory completion of PSYCH 710 (Master’s Project) and its prerequisite course of study.

• A minimum grade point average (GPA) of 3.0.

• Completion of the graduation information packet.

• Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.

Doctor Degree Requirements for the PHD/IO

The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.

• A minimum of 98 doctorate credits in the Required Program Category Preferred Sequence.

• A minimum grade point average (GPA) of 3.0.

• Successful completion of all residencies is required.

• Written endorsement by dissertation committee members, the School’s Review Board, and the Institutional Review Board is required for the dissertation proposal to be approved.

• Successful oral defense and approval of the final dissertation by the dean is required.

• Completion of the graduation information packet.

• Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.

Independent Study Requirements for the PHD/IO

• Students must submit a request for enrollment in an independent study course (PSYCH 790) to the Dean of the School of Advanced Studies or the Doctoral Program Chair for approval. Students may not enroll in an independent study course until approval is granted by the Dean or Doctoral Program Chair.

• Within the first week of any independent study, the faculty and student(s) must design, complete, and submit a learning contract and course syllabus to the Program Chair presiding over the Ph.D. program.

• All independent studies must culminate in a substantive project completed by the student(s). The aims and expected outcomes of this project must be clearly illustrated in the learning contract and syllabus. Examples of acceptable projects include publication-quality papers and draft chapters of the dissertation proposal.

Residency Requirements for the PHD/IO

Doctor of Philosophy in Industrial/Organizational Psychology students must meet the following physical residency requirements: Completion of the following residencies is mandatory:

• Five-day residency anytime after PSYCH 700.

• Five-day residency anytime after RES 760.

• If a student’s dissertation has not been completed and approved by the dean within 12 months of completing all coursework except DOC 736A, DOC 736B, DOC 736C, DOC 737, DOC 738A, DOC 738B, and DOC 738C, he or she must attend DOC 740R, a non-credit, three-day weekend residency course.

• Students in this program may waive the following courses using master’s level coursework (500 or 600-level): PSYCH 701, PSYCH 702, PSYCH 703, and ORG 714.

• While the University maintains that the majority of coursework in the major course of study must be completed through the University in order to meet overall residency requirements, a certain number of credits may be waived in order to avoid duplication.

• The course must have been completed and transcripted from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.

• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

• Doctoral-level courses cannot be waived.
Course Descriptions for the PHD/IO

PSYCH 700 ..................................................................................3 credits

Introduction to I/O
This survey course introduces the domains of the I/O program. The topics include an overview of the four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance within the I/O field of study. Furthermore, the learner will gain a firm understanding of the evolution of the I/O field of study from the foundations of the field to the present day, the various ways that I/O psychologists contribute to organizations, broader scientific community, and the main ethical issues likely to be encountered in the field. The survey course covers a wide variety of topics, ranging from employee selection to organizational development, with the goal of exposing students to the main issues influenced by I/O psychologists.

PSYCH 701 ..................................................................................3 credits

History and Systems of Psychology
In this course learners examine the history of and different systems in psychology, the development of the discipline of psychology, and key factors that guided its evolution into present form. Different aspects of natural science, including rational and paradigmatic approaches, and how these aspects relate to social science are also examined.

PSYCH 702 ..................................................................................3 credits

Social Psychology
This course covers the basic theoretical foundations and recurrent themes in social psychology (including attitudes, stereotyping, conformity, power, aggression, pro-social behavior, the social self, emotions, group dynamics, and inter-group relations). The emphasis is on recent empirical and theoretical developments and includes models of social cognition that are a focus of contemporary social psychological theories.

PSYCH 703 ..................................................................................3 credits

Personality Theories
This course enables students to differentiate among the primary theoretical models of personality theory, such as psychodynamic, affective, cognitive-behavioral, and humanistic theories. Emphasis is on the importance of learners recognizing belief systems and underlying assumptions inherent in various personality models that accurately reflect their own personal perspectives and to recognize strategies and approaches in psychology that reflect identified personality theories as foundation.

ORG 714 ....................................................................................3 credits

Organizational Theory and Design
The history of organizational theory and design, and the three primary theories used to study organizations - classical, neoclassical, and systems theory - and the application of each theory to modern organizations are examined. Additionally, this course focuses on design issues, including organizational, departmental, and job considerations. Finally, the course examines pressing issues for current organizations, including culture, innovation, and learning.

PSYCH 704 ..................................................................................3 credits

Current and Future Topics
Learners explore current issues facing the I/O professional, such as stress and conflict in the workplace, the impact of technology on employee morale, changing dynamics of the employee, and socio-economic factors within the globalized work environment. Additional topics will be added based on the current focus of the literature.

RES 731 ....................................................................................3 credits

Research Methods and Statistics in I/O (I)
This course provides learners with a foundation in the design of psychological research. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.

RES 732 ....................................................................................3 credits

Research Methods and Statistics in I/O (II)
This course builds on the material covered in Research Methods and Statistics I by elaborating on the various statistical techniques used in the analysis of data generated by empirical research. The course includes both descriptive and inferential statistical methods and spans parametric and non-parametric statistical methods.

RES 733 ....................................................................................3 credits

Criterion Development, Performance evaluation, and Appraisal
This course focuses on key issues related to the development of measurement criterion in organizations. Theoretical and practical issues related to performance evaluation and appraisal are also discussed.

PSYCH 705 ..................................................................................3 credits

Personnel Psychology
Learners gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees/managers/executives, including discussions about tests, assessment centers, and interviews. Furthermore, the course examines the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.

RES 741 ....................................................................................3 credits

Testing and Measurement
A comprehensive examination of the psychometric procedures used to develop and validate educational and psychological instruments is the focus of this course. Building upon Research Methods and Statistics I, this course will discuss norms, standardized samples, reliability, validity, proper interpretation of test scores, and the steps in test development. Descriptive statistical procedures are briefly reviewed to facilitate the understanding of the quantitative aspects of psychological measurement. Professional standards for testing are reviewed at all phases of the course.

PSYCH 706 ..................................................................................3 credits

Human Performance, Assessment, and Feedback
In this course learners are familiarized with basic models of learning, as well as the different approaches to training, design, delivery, and measurement, that are necessary for organizational development programs. A key emphasis of the course concerns designing essential and effective training objectives that are aligned with an organization's mission.
Organization Development

This course examines theory and research relevant to changing individuals, groups, and organizations to enhance and improve their overall effectiveness. OD interventions are discussed, specifically examining the role of the I/O psychologist, type of change, and focus of intervention (individual, group, or organization). Furthermore, learners will learn how to integrate psychological theories regarding small group theory as related to leadership, motivation, interpersonal influence, group effectiveness, conformity, conflict, role behavior, and group decision making.

Leadership Theory and Management Theory

Learners examine major theoretical leadership and management models, distinguish between leadership and management, and assess the impact of each on the work setting. Application of the various perspectives on leadership and management and how these perspectives play a vital role in the achievement of organizational, group, and team goals is discussed.

Ethical, Legal, and Professional Contexts of I-O Psychology

Learners will review pertinent legal and ethical issues for I/O psychologists that are related to the different roles that these professionals take in the workplace. Learners will gain the tools necessary to develop an initial ethical framework for making decisions within an organizational structure, and this framework will be expounded upon in future classes.

Master's Project

The Master's Project will require learners to integrate their program of study with an in-depth exploration of an interest area that spans all four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance. The project will be based on library research and/or fieldwork and must demonstrate a significant contribution to the I/O psychology field.

Dissertation Process

Learners will develop a foundational understanding about the composition of the dissertation, including research, analysis, and writing. To facilitate individual interests, learners will develop interest papers about three topics, each of which can be examined as a dissertation, including the general problem to be researched and supporting literature.
Consulting Processes in I/O
The purpose of this residency is for learners to build competencies related to consulting as an internal and external I/O professional.

RES 765 ..................................................................................3 credits

Multivariate Statistics
This course focuses on statistical approaches that simultaneously examine multiple variables. Learners will explore the assumptions, limitations, advantages, and applications of each approach. The approaches will include regression, discriminant function and analysis, multidimensional scaling, MANOVA, factor analysis, and structural equation modeling.

PSYCH 770 .................................................................................3 credits

Attitude Theory Measurement and Change
Learners will gain an understanding of attitudes, opinions, and beliefs in relation to behavioral intentions and behaviors of individuals in the workplace. Areas include job satisfaction (general and various facets), job involvement, organizational commitment, and perceptions of fairness.

RES 770 ..................................................................................3 credits

Psychometrics
Learners will be exposed to theoretical and applied research issues for three areas of psychometrics: classical test theory, generalizability theory, and item response theory. These three theories will be examined based on I/O topics of interest to the students, such as leadership, individual differences, selection, and teamwork.

PSYCH 799 ................................................................................1 credit

Comprehensive Examination
The purpose of this exam is for learners to demonstrate that they have acquired the requisite competencies to generate research at the doctoral level by successfully completing two comprehensive papers based on the following four areas: 1) theory, 2) integration, 3) reflection, and 4) application.

DOC 735 ..................................................................................3 credits

Research Proposal
Learners will discuss issues related to ethical research, complete human subjects research training, and complete a draft of the dissertation proposal.

DOC 736IA ................................................................................3 credits

Dissertation I
The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC 737.

DOC 736IB ................................................................................3 credits

Dissertation I
The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC 737.

DOC 736IC ................................................................................3 credits

Dissertation I
The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC 737.

DOC 736IB ................................................................................3 credits

Dissertation I
The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC 737.

DOC 736IC ................................................................................3 credits

Dissertation I
The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC 737.

DOC 736IB ................................................................................3 credits

Dissertation I
The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC 737.

DOC 736IC ................................................................................3 credits

Defense
In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)

DOC 738IA ................................................................................3 credits

Defense
In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)

DOC 738IB ................................................................................3 credits

Defense
In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)

DOC 738IC ................................................................................3 credits
## Doctor of Philosophy in Nursing

The following Doctor of Philosophy in Nursing (Ph.D/NUR) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This program seeks to improve the delivery of quality health care by developing leaders as researchers, educators, and administrators within diverse global systems. Throughout the program, learners explore nursing through various lenses, with emphases on the ethical responsibilities in the field for developing strong communities and a knowledge-oriented workforce, and the role that collaboration and dialogue play in producing meaningful scholarship and effective leadership practice.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/phd-nur.

### PHD/NUR Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. All general academic policies of University of Phoenix are applicable.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 705</td>
<td>Communication Strategies</td>
<td>1</td>
</tr>
<tr>
<td>SEM 700R</td>
<td>Doctoral Program Orientation Seminar</td>
<td>0</td>
</tr>
<tr>
<td>NUR 700</td>
<td>Professional Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td>DOC 710R</td>
<td>Doctoral Studies Seminar and Workshop</td>
<td>3</td>
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<tr>
<td>NUR 701</td>
<td>Philosophy of Nursing Science</td>
<td>3</td>
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<tr>
<td>NSE 721</td>
<td>Theories of Nursing Education</td>
<td>3</td>
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<tr>
<td>NUR 702</td>
<td>Theory Construction and Concept Analysis</td>
<td>3</td>
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<tr>
<td>DHA 724</td>
<td>Globalization of Health Care</td>
<td>3</td>
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<tr>
<td>RES 714</td>
<td>Quantitative Methods and Statistical Analyses</td>
<td>3</td>
</tr>
<tr>
<td>RES 715</td>
<td>Qualitative Methods</td>
<td>3</td>
</tr>
<tr>
<td>NUR 703</td>
<td>Theoretical Applications in Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>DHA 712</td>
<td>Risk Management in Complex Organizations</td>
<td>3</td>
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<tr>
<td>DOC 720N</td>
<td>Proposal Seminar</td>
<td>3</td>
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<tr>
<td>DOC 721N</td>
<td>Prospectus and Proposal Workshop</td>
<td>3</td>
</tr>
<tr>
<td>NSE 722</td>
<td>Instructional Design and Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>RES 713</td>
<td>Statistics</td>
<td>3</td>
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<tr>
<td>DOC 730R</td>
<td>Professional Development and Socialization</td>
<td>3</td>
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<tr>
<td>NSE 723</td>
<td>Measurement and Evaluation</td>
<td>3</td>
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<tr>
<td>DHA 732</td>
<td>Evaluation of Health Care Programs</td>
<td>3</td>
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<tr>
<td>EXAM 799N</td>
<td>Comprehensive Examination</td>
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<td>DOC 736N1</td>
<td>Dissertation I</td>
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<tr>
<td>DOC 737</td>
<td>Dissertation II</td>
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<tr>
<td>DOC 736N2</td>
<td>Dissertation III</td>
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<td>Defense</td>
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<tr>
<td>DOC 738N3</td>
<td>Defense</td>
<td>3</td>
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### Additional Admission Requirements for the PHD/NUR

All applicants to this program must meet the following admission requirements:

- A master’s degree in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
• A minimum of three years of full-time, post high school work experience within the past ten years, of which one (1) year must be RN experience, and the remaining two (2) years can be fulfilled with health care experience.

• Current employment in a nursing or health care role or access to an appropriate health care organization environment in which to complete the work related course assignments.

• Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands

• All students residing outside of the United States or approved US Territories, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.

• All Canadian students must complete the Canadian RN License Acknowledgment Form and submit documentation of a valid, unrestricted/unencumbered RN license.

• Applicants residing in the Commonwealth of Puerto Rico must have an approved appeal on file documenting successful completion of the US NCLEX-RN exam and that all Puerto Rico RN licensing requirements are met to be eligible for admission.

• All doctoral (including reentry students) students will be required to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning in one of the following manners.
  - Applicable undergraduate University of Phoenix coursework completed within 10 years with a grade of C or better
  - Applicable graduate University of Phoenix coursework completed within 15 years with a grade of C or better
  - An official transcript reflecting 3 credits of undergraduate or comparable coursework in research, statistics, or quantitative reasoning completed within 10 years with a grade of C or better
  - An official transcript reflecting 3 credits of graduate coursework in research, statistics, or quantitative reasoning completed within 15 years with a grade of C or better
  - A minimum score of at least 149 for quantitative sections and a 4.25 on the analytical section of the GRE completed within the last 10 years

Academic Progression Requirements for the Ph.D./NUR
Ph.D. in Nursing students are subject to the following academic progression requirements:

• Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.

• All students must successfully complete each course (except COM 705 and EXAM 799N) with a "B-" or better grade before proceeding to any subsequent online, residency, or directed study course.

• Students who miss or must withdraw from a course may complete the course via directed study, if available. All maximum enrollment policies apply. This option will only be available three times (9 credits) and applies only to online courses. However, some courses may not be suitable or available for directed study, and all directed studies must have the approval of the Doctoral Program Chair.

• Any student who does not maintain a minimum GPA of 3.0 will be put on academic probation.

• Academic probation will last for four consecutive courses during which time students must (1) raise their GPA to a minimum of 3.0 and (2) earn at least a grade of "B" in each course.

• Students will be allowed to have only one incomplete grade on their records at a time. Students will have up to 5 weeks to complete a course once an incomplete has been issued.

• Students must have their dissertation proposals approved by their dissertation committee members, the School’s Review Board, and the Institutional Review Board as a completion requirement for DOC 736N1, DOC 736N2, and/or DOC 736N3. DOC 736N1 and DOC 736N3 have been provided as optional courses to give learners additional time with mentor to meet course and program requirements. Dissertation I. Students may not enroll in DOC 737 without an approved proposal.

• Proposals may not be submitted for approval until after successful completion of EXAM 799N. Students may be required to complete DOC 736N3 and DOC 738N3 until all approvals have been received by the committee members, the School’s Quality Review, and the Institutional Review Board.

• Students must have their dissertation approved by their dissertation committee members and the Dean to complete DOC 738N1, DOC 738N2, or DOC 738N3. DOC 738N2 and DOC 738N3 have been provided as optional courses to give learners additional time with the mentor to meet course and program requirements.

• Dissertation defenses must take place in DOC 738N1, N2, or N3.

• Students may not be enrolled in more than one course at a time.
  - Students may enroll in DOC 740R concurrently with any of the dissertation courses.
• Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once learners have completed DOC 740R, it does not need to be repeated unless the learner chooses to take it again.
• Learners who so choose may repeat DOC 740R.
• Learners must have one dissertation committee member, serving as committee chair (mentor), who has earned a Ph.D. in Nursing from an accredited institution.
• Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.

Degree Requirements for the PHD/NUR
Ph.D. in Nursing students must meet the following degree requirements:
• A minimum of 62 doctorate credits in the Required Program Category Preferred Sequence.
• Up to 74 if additional (optional) dissertation courses taken
• A minimum grade point average (GPA) of 3.0.
• Successful completion of all residencies is required.
• Written approval by dissertation committee members, the School’s Review Board, and the Institutional Review Board is required for the dissertation proposal.
• Successful oral defense and approval of the final dissertation by the dean is required.
• Completion of the graduation information packet.
• The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
• Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
• Successful completion of the comprehensive examination is required. Should a student fail to complete the examination at the requisite level of performance (a grade of B or better), he or she will be allowed to repeat EXAM 799N once. If a student fails to earn a B on the second attempt, he or she will be scholastically suspended and will not be able to continue in the program.

Residency Requirements for the PHD/NUR
PhD in Nursing students must meet the following physical residency requirements:
Completion of the following residencies are mandatory:
• Five-day residency at the beginning of the program.
• Five-day residency at the beginning of year three.

• If a student’s dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except the dissertation courses (DOC 736N1, N2, and N3; DOC 737; and DOC 738N1, N2, and N3).
• Students in the Doctor of Philosophy in Nursing program may waive a maximum of 12 credits through transfer for online courses only.
• Students may not waive any of the following courses: COM 705, DOC 720N, DOC 721N, EXAM 799N. Any dissertation courses (DOC 736, N2, and N3; DOC 737; or DOC 738N1, N2, and N3)
In order to waive a course in the Doctor of Philosophy in Nursing program, students must have completed a previous course that meets the following criteria:
• The course must have been completed and transcripted from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content; equal in credits to the University course it is replacing and must be a doctoral-level course.

The dissertation and comprehensive exam will not be waived from the degree program.

Course Descriptions for the PHD/NUR
COM 705.................................................................................... 1 credit
Communication Strategies
This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix’s adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.
SEM 700R ................................................................................ 0 credits
Doctoral Program Orientation Seminar
SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies’ integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.
NUR 700 .................................................................................. 3 credits
Professional Nursing Leadership
This course surveys theories, skills, risks, and rewards related to professional nursing leadership and innovation. This course also examines the dynamics of change and how it influences strategic planning.
DOC 710R  .................................................................................... 3 credits
**Doctoral Studies Seminar and Workshop**
As an orientation to doctoral learning, this course challenges learners to engage in a transformational learning process by positioning themselves within their cultural context, the emerging doctoral community, and the larger field of interest. Learners will develop their critical consciousness as scholars, practitioners, and leaders. Class activities will include critical reading and writing, dialogic interaction, reflexive practice, and collaborative projects. As an outcome of the course, learners will refine their disposition toward the doctoral process and develop theoretical models and practical skills to succeed in the program.

NUR 701  .................................................................................... 3 credits
**Philosophy of Nursing Science**
This course examines the philosophical underpinnings associated with the science of nursing. The learner will critique philosophical views of science that have influenced the process of knowledge development and discovery.

NSE 721  .................................................................................... 3 credits
**Theories of Nursing Education**
This course examines historical and current theories as a basis for the nursing education curriculum. With a foundation based in major theorists and tenets of the theories, learners analyze select curricula for evidence of the various theories, investigate implications of the theories applied to nursing education and interpret the interaction of the theories with current and evolving public policy.

NUR 702  .................................................................................... 3 credits
**Theory Construction and Concept Analysis**
Learners will identify phenomena of interest, conduct a concept analysis, and develop components of a theoretical framework.

DHA 724  .................................................................................... 3 credits
**Globalization of Health Care**
This course focuses on global health care systems with the objective of improving U.S. health care systems. Topics include global health issues, advocacy organizations, comparative political processes, and the economics of health financing. Students will understand the role of various international governing structures on health policy development.

RES 714  .................................................................................... 3 credits
**Quantitative Methods and Statistical Analyses**
This course is designed to provide students with an overview of quantitative research approaches and their application to decision making in higher education. Various methodologies for data collection and statistical analyses will be discussed, with an emphasis on the ways in which quantitative analyses are utilized in educational settings.

RES 715  .................................................................................... 3 credits
**Qualitative Methods**
This course is designed to provide students with an overview of qualitative research approaches and the application to work in higher education. Various methods for data collection and analyses will be discussed including: ethnography, grounded theory, case studies, discourse analysis, and phenomenology.

NUR 703  .................................................................................... 3 credits
**Theoretical Applications in Evidence-Based Practice**
This course addresses decision-making processes using evidence-based data. This course examines midrange theories with application of theoretical frameworks to practice. Learners will demonstrate acquired competencies to generate research at the doctoral level by successfully completing a comprehensive paper based on the following four areas: 1) theory, 2) integration, 3) reflection, and 4) application.

DHA 712  .................................................................................... 3 credits
**Risk Management in Complex Organizations**
Managing risk in an organization requires demonstration of an understanding of legal, licensure, certification, and accreditation dynamics, as well as litigation management within the context of corporate compliance. The student will apply concepts from labor law, risk financing, contract law, partnership agreements, and professional credentialing. Discussion will also include human subjects research, data security, and biotechnology.

DOC 720N  .................................................................................... 3 credits
**Proposal Seminar**
This course will assist learners in determining their dissertation topic. Learners will work on their own dissertation prospectus/proposal as well as discuss the work of the other learners in the class. Upon completion of this course, learners will develop their problem statement and purpose statement, as well as determine the most effective research tradition to use for their dissertation. At the end of this course, learners will have incorporated this information to form the first chapter of their dissertation proposal.

DOC 721N  .................................................................................... 3 credits
**Prospectus and Proposal Workshop**
This course analyzes the models and processes of instruction in nursing education programs. Effective instructional models explore the relationship of theories, standards, teaching strategies and learner outcomes. The importance of curriculum design, delivery, and evaluation are related to program outcomes. Instructional models for diverse populations, improvement of programs, and staff development are a special focus. Learners synthesize systemic teaching-learning models that include schedule, structure, stakeholder involvement, and curricular outcomes. Explication of implicit, hidden, cultural, and institutional aspects of curriculum design and delivery inform the learner’s development approach.
RES 713 ................................................................. 3 credits

Statistics
This course provides learners with a foundation in the design of statistical research. This course builds on the material covered in Quantitative Methods and Statistical Analysis by elaborating on the various statistical techniques used in the analysis of data generated by empirical research. The course includes both descriptive and inferential statistical methods and spans parametric and non-parametric statistical methods including multi-variant research designs.

DOC 730R .............................................................. 3 credits

Professional Development & Socialization in Higher Education Administration
This course explores various aspects of daily work in higher education administration with a focus on the professional development of the learner. Topics will include: Grant-writing, program proposal development, scholarship and writing for publication, identifying external funding-sources, involvement in professional associations, and updating or developing a Curriculum Vitae.

NSE 723 ................................................................. 3 credits

Measurement and Evaluation
This course explores program measurement and evaluation models and methods utilized in nursing education and learning organizations. Both formative and summative methods are discussed along with a debate of the merits and faults that apply to each evaluation method. Accreditation issues for nursing programs are a key topic. The influence of leadership style on program evaluation methods is examined. Assumptions of program evaluation and factors affecting reliability and validity are key topics presented and are integral to the measurement and evaluation processes.

DHA 732 ................................................................. 3 credits

Evaluation of Health Care Programs
This course prepares the contemporary health administrator to utilize research methodologies in making decisions regarding the cost effectiveness of specific health programs. Case studies will be used that incorporate disease-specific programs, community-wide health interventions, and population specific care management programs across a variety of health settings.

EXAM 799N ............................................................. 1 credit

Comprehensive Examination
The comprehensive examination is a program requirement for the Doctor of Philosophy degree at University of Phoenix. Examinations are administered online, and a successful grade must be earned for learners to attend the dissertation and elective course work and move to candidacy.

DOC 736N1 .............................................................. 3 credits

Dissertation I
The purpose of this course is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) review. Quality Review of the research method and IRB approval must be received to progress to DOC 737.

DOC 737 ................................................................. 3 credits

Dissertation II
Learners enroll in this mentor-guided course while collecting and analyzing data for their dissertation. Learners are expected to finalize their dissertation with their committee during this course. In this course learner/mentor agreement serves as the catalyst for completing the study’s research, findings, recommendations, and conclusions.

DOC 738N1 .............................................................. 3 credits

Defense
In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)

DOC 740R .............................................................. 0 credit

Annual Renewal Residency
This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in “all but dissertation” status.

DOC 736N2 .............................................................. 3 credits

Dissertation I
The purpose of this course is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC 737.

DOC 736N3 .............................................................. 3 credits

Dissertation I
The purpose of this course is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC 737.

DOC 738N2 .............................................................. 3 credits

Defense
In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)

DOC 738N3 .............................................................. 3 credits

Defense
In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)
The following Doctor of Management in Organizational Leadership with a specialization in Information Systems and Technology (DM/IST) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The mission of the Doctor of Management in Organizational Leadership with a specialization in Information Systems and Technology (DM/IST) is to enable professionals from any industry to understand and evaluate the scope and impact of information systems and technology (IST) from organizational, industry-wide, and global perspectives. The DM/IST curriculum lays a foundation of knowledge in critical thinking, leadership, and the application of IST content areas. Learners integrate this knowledge with their professional experiences and doctoral-level research to create innovative, positive, and practical contributions to the body of IST knowledge. Graduates will be able to influence their organization and environment positively with transformational IST leadership practices.

This doctoral program in IST management incorporates coursework in fundamental management, organizational, and leadership concepts to engender the development of IST leadership perspectives. As such, learners with a professional leadership background in any discipline will be able to add their unique perspective to the study of the context, breadth, and processes of IST management.

Program Goals
Upon completion of all program requirements of the Doctorate in Management in Organizational Leadership with a specialization in Information Systems degree, learners will be able to:

- Conduct research as a foundation for executive action.
- Demonstrate innovation and creativity in developing new IT models to explain, forecast, support, and improve the strategic, tactical, and operational performance of organizations.
- Integrate and align IT initiatives with organizational strategy.
- Lead the IT decision-making process toward positive outcomes.
- Provide leadership to improve the overall performance of the organization in its industry, community, and global environment.

Program Structure
The DM/IST program has a 68-credit requirement that involves both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required coursework.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation.

Additionally, in the Third Year residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the University’s vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the DM/IST degree is the successful completion and oral defense of a significant, substantial, and independently completed Doctoral Dissertation that adds new information to the body of educational leadership knowledge. The dissertation provides the learner an opportunity to demonstrate mastery of seminal and current literature and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program’s curriculum is designed to develop the student’s ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research method for addressing these issues. Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/dm-ist.

DM/IST Program Category Requirements
Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Doctoral Foundations, 4 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 705</td>
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<tr>
<td>Communication Strategies</td>
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<tr>
<td>SEM 700R ~</td>
<td>0</td>
</tr>
<tr>
<td>Doctoral Program Orientation Seminar</td>
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</tr>
<tr>
<td>LDR 711A ~</td>
<td>3</td>
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<tr>
<td>Leadership Theory and Practice</td>
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**Foundations of Informational Systems in Management and Organizational Leadership, 12 total credits**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>IST 710</td>
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<tr>
<td>Foundations of Information Systems Management</td>
<td></td>
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<tr>
<td>PHL 717 ~</td>
<td>3</td>
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<tr>
<td>Constructing Meaning</td>
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<tr>
<td>ORG 716 ~</td>
<td>3</td>
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<tr>
<td>Organizational Theory and Design</td>
<td></td>
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<tr>
<td>MGT 716 ~</td>
<td>3</td>
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<tr>
<td>Management Philosophies</td>
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</tbody>
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Research Foundations, 6 total credits
RES 711 ~ ................................................................. 3 credits
Fundamental Principles of Sound Research
RES 722A ~ ............................................................ 3 credits
Research Design
Advanced Research Design, 3 total credits
RES 723 ~ ................................................................. 3 credits
Advanced Statistical Research Methods and Design
RES 724 ~ ................................................................. 3 credits
Qualitative Methods and Design
Information Systems Across Organizations, 12 total credits
IST 721 ~ ................................................................. 3 credits
Knowledge Worker Information Systems
IST 722 ~ ................................................................. 3 credits
Information Technology for Teams
IST 723 ~ ................................................................. 3 credits
Departmental Information Systems
IST 724 ~ ................................................................. 3 credits
Organizational Information Systems Management
Doctoral Residencies, 10 total credits
PHL 700R ~ ............................................................... 3 credits
Creative and Critical Thinking
DOC 721R ~ ............................................................ 2 credits
Doctoral Seminar I
DOC 731R ~ ............................................................ 3 credits
Collaborative Case Study
DOC 732R ~ ............................................................ 2 credits
Doctoral Seminar III
DOC 740R ~ ............................................................ 0 credits
Annual Renewal Residency
Advanced Inquiry in Information Systems and Technology, 9 total credits
IST 731 ~ ................................................................. 3 credits
Partnership and Industry Information Systems
IST 732 ~ ................................................................. 3 credits
Global Information Systems Management
IST 733 ~ ................................................................. 3 credits
Information Systems Management Architecture
Advanced Research Analysis, 3 total credits
RES 725 ~ ................................................................. 3 credits
Descriptive and Comparative Data Analysis
RES 726 ~ ................................................................. 3 credits
Correlational Methods of Analysis
RES 727 ~ ................................................................. 3 credits
Approaches to Phenomenological Inquiry and Data Analysis
RES 728 ~ ................................................................. 3 credits
Qualitative Case Study
RES 729 ~ ................................................................. 3 credits
Ethnomethodology and the Study of Culture
RES 745 ~ ................................................................. 3 credits
Grounded Theory Methods
RES 746 ~ ................................................................. 3 credits
Mixed Methods
Dissertation, 9 total credits
DOC 722 ~ ................................................................. 3 credits
Doctoral Seminar II
DOC 733 ~ ................................................................. 3 credits
Doctoral Dissertation
DOC 734 ~ ................................................................. 3 credits
Doctoral Project IV
The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

Students who proceed from DOC 733A to DOC 733B must also be awarded a letter grade from the faculty member for their final attempt at the "B" course. Students who proceed from DOC 734A to DOC 734B must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

Additional Admission Requirements for the DM/IST
All applicants are expected to meet the following admissions requirements:

• A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
• Official transcripts listing a minimum of three (3) college credits in research methods, statistics or scientific reasoning with a grade of "c" or better.
• Current or a record of past employment in leadership of people or processes is required for admission.
• Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.
• All doctoral (including reentry students) students will be required to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning in one of the following manners.
  • Applicable undergraduate University of Phoenix coursework completed within 10 years with a grade of C or better
  • Applicable graduate University of Phoenix coursework completed within 15 years with a grade of C or better
  • An official transcript reflecting 3 credits of undergraduate or comparable coursework in research, statistics, or quantitative reasoning completed within 10 years with a grade of C or better.
  • An official transcript reflecting 3 credits of graduate coursework in research, statistics, or quantitative reasoning completed within 15 years with a grade of C or better.
  • A minimum score of at least 149 for quantitative sections and a 4.25 on the analytical section of the GRE completed within the last 10 years

**Academic Progression Requirements for the DM/IST**

Students are subject to the following academic progression requirements:

• Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
• Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).
• Students may have only one incomplete grade on their records at a time.
• Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
• Successful completion of DOC 731R which serves as a qualifying examination course in the program.
• Quality review of dissertation proposal to advance beyond DOC 732R.
• Committee literature review prior to enrollment in DOC 734.
• Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725 - RES 729)
• Quality final Institutional review of dissertation during DOC 734.
• Editorial Review after DOC 734 and prior to graduation.
• Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing their last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.
• Students who would like to repeat DOC 740R may repeat the course.

**Academic Standing and Scholastic Disqualification for the DM/IST**

• Students must earn a grade of “B” or better in COM 705 Communication Strategies. Students who earn less than a “B” will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
• All credit-bearing courses, with the exception of COM 705, must be completed with a grade of “B-” or better. Students who earn a grade lower than “B-” must repeat the course until the minimum grade requirement is met.
• DOC 721R Doctoral Seminar I may only be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
• Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

**Residency Requirements and Course Waivers for the DM/IST**

Students must meet the following residency requirements:

• Completion of physical residencies.
  • Five-day residency at the beginning of the program.
  • Three-day residency at the beginning of year two.
  • Eight-day residency at the beginning of year three.
  • If a student’s dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.
  • Students may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:

• The course must have been completed and transcripted from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.


The dissertation may not be waived.
Degree Requirements for the DM/IST
Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:

- A minimum of 68 doctorate credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of all residencies.
- Written approval of the dissertation proposal.
- Satisfactory oral defense and written completion of the dissertation.

- The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
- The diploma awarded for this program will read as: Doctor of Management and will not reflect the specialization. Specializations are reflected on the transcript only.

Course Descriptions for the DM/IST

**Communication Strategies**
This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix’s adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

**SEM 700R** ................................................................. 0 credits

**Doctoral Program Orientation Seminar**
SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies’ integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.

**LDR 711A** ............................................................... 3 credits

**Leadership Theory and Practice**
This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

**RES 711** ................................................................. 3 credits

**Fundamentals of Sound Research**
RES 711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.
RES 722A  .................................................................................3 credits
Research Design
This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.
RES 723  .................................................................................3 credits
Advanced Statistical Research Methods and Design
The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.
RES 724  .................................................................................3 credits
Qualitative Methods and Design
This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students’ understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.
IST 721  .................................................................................3 credits
Knowledge Worker Information Systems
In this course, the learner will research and evaluate the information systems and technology tools necessary to support the individual knowledge worker in today’s environment. This analysis of the systems and tools will be conducted from the viewpoint of the program domains and how the individual worker must be supported to create a productive and efficient environment. The scope of this course will include hardware and software product considerations for management.
IST 722  .................................................................................3 credits
Information Technology for Teams
Learners in this course will further evaluate the application of the domains studied in IST/721 and how those domains are applied in a team setting. The application of the program domains will be examined in the context of support necessary to implement various organizational team models, ranging from co-located teams to graphically distributed virtual teams. Upon completion of this course, the learner will be prepared to define and analyze issues related to the management and support of information technology necessary for organizational teams’ operations.
IST 723  .................................................................................3 credits
Departmental Information Systems
This course will continue the analysis of the application of the domains used by individuals and teams studied in IST/721 and IST/722. The learner will evaluate the application of the program domains to departmental operations and strategy. The learner will research and evaluate information systems support techniques, both internal and external to the departmental interfaces.
IST 724  .................................................................................3 credits
Organizational Information Systems Management
This course will build upon the considerations examined in the prior IST courses. Upon completion of this course, the learner will be prepared to evaluate and develop integrated strategies for the implementation of the IST domains within an organization.
PHL 700R  .................................................................................3 credits
Creative and Critical Thinking
This course challenges the learner to become a creative leader/problem-solver and to begin the process of personal transformation by questioning one’s assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.
DOC 721R  .................................................................................2 credits
Doctoral Seminar I
This 3-day residency course begins the formal development of the learner’s dissertation. This development will be ongoing throughout the curriculum and result in the dissertation’s submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner’s dissertation. This course will incorporate learners from various doctoral programs/disciplines.
DOC 723R  .................................................................................3 credits
Doctoral Seminar III
This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program. With this chapter being explored for content and format.
DOC 740R  .................................................................................0 credit
Annual Renewal Residency
This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in “all but dissertation” status.
IST 731  ................................................................. 3 credits

**Partnership and Industry Information Systems**

This course extends the learning from previous intra-company relationships to external IS organizational relationships. Upon completion of this course, the learner will be prepared to define, evaluate, and plan the application of IST domains that must be considered when developing partnerships and common industry relationships.

IST 732  ................................................................. 3 credits

**Global Information Systems Management**

This course extends the examination of the IST domains studied throughout the program to the global level. The learner will examine the application of the IST domains in the setting of a global economy and international business environment. The learners will be prepared to define the common IS management approaches for the development of business systems that can support global information systems requirements.

IST 733  ................................................................. 3 credits

**Information Systems Management Architecture**

In this course, learners will create an innovative model, incorporating the domains and models from previous coursework. In the model building, learners will demonstrate their leadership competencies as related to IST.

RES 725  ................................................................. 3 credits

**Descriptive and Comparative Data Analysis**

This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hoetting’s T, MANOVA and related techniques. Depending on the learners’ needs other approaches may be covered.

RES 726  ................................................................. 3 credits

**Correlational Methods of Analysis**

This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners’ needs, other approaches may be covered.

RES 727  ................................................................. 3 credits

**Approaches to Phenomenological Inquiry and Data Analysis**

This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.

RES 728  ................................................................. 3 credits

**Qualitative Case Study**

This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.

RES 729  ................................................................. 3 credits

**Ethnomethodology and the Study of Culture**

In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on “thick description” as a critical mode of representation.

RES 745  ................................................................. 3 credits

**Grounded Theory Methods**

This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.

RES 746  ................................................................. 3 credits

**Mixed Methods**

The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.

RES 747  ................................................................. 3 credits

**Doctoral Seminar II**

This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.
**DOC 733** .................................................................3 credits

**Doctoral Dissertation**

This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

**DOC 734** .................................................................3 credits

**Doctoral Project IV**

This is the final course in the program’s sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.

**DOC 733A** ...............................................................3 credits

**Doctoral Dissertation**

This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of the three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/Chair relationship and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.

**DOC 733B** ...............................................................3 credits

**Doctoral Dissertation**

This third available dissertation proposal course provides extended time for one-on-one work between a learner and his or her dissertation committee Chair. Learners enroll for this course when a learner has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Learners should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved.

**Doctor of Health Administration**

The following Doctor of Health Administration (DHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state.

The DHA program has a 68-credit requirement that involves both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and will be required to spend approximately 25 hours per week on required coursework.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation. Additionally, in the year three residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the University’s vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the DHA degree is the successful completion and oral defense of a significant, substantial, and independently completed doctoral dissertation that adds new information to the body of health administration knowledge. The dissertation provides the learner an opportunity to demonstrate mastery of the germinial and current literature in the field and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program’s curriculum is designed to develop the student’s ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research method for addressing these issues.

Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.

- Use theoretical constructs to assess and develop implementation strategies health systems
- Strengthen leadership skills and abilities that foster the evolution of adaptive, high-performing health systems
- Evaluate, develop and implement policies and practices that impact health systems
- Lead organizations in anticipating and meeting challenges in the changing health environment

Graduates of the Doctor of Health Administration program will have enhanced their administrative and leadership skills through the completion of a curriculum that provides students with the latest theories and contemporary practice applications. They are not only able to define their role within the U.S. health system, but understand how to make necessary changes to create a work environment that is team-oriented and motivating to others. Graduates are able to analyze the influence of external and internal environments in order to align their organizations to respond to the ever-changing demands of the health care market place. Sensitivity to individuals and groups and the influence of multicultural diversity are seen as essential to effective leadership.

The curriculum is tailored to the needs of the health leader by providing content in finance, policy, research, technology, quality improvement, economics, leadership, and organizational analysis. The DHA program has a 68-credit requirement that involves both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and will be required to spend approximately 25 hours per week on required coursework.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation. Additionally, in the year three residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the University’s vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the DHA degree is the successful completion and oral defense of a significant, substantial, and independently completed doctoral dissertation that adds new information to the body of health administration knowledge. The dissertation provides the learner an opportunity to demonstrate mastery of the germinial and current literature in the field and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program’s curriculum is designed to develop the student’s ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research method for addressing these issues.

Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.

- Use theoretical constructs to assess and develop implementation strategies health systems
- Strengthen leadership skills and abilities that foster the evolution of adaptive, high-performing health systems
- Evaluate, develop and implement policies and practices that impact health systems
- Lead organizations in anticipating and meeting challenges in the changing health environment

Graduates of the Doctor of Health Administration program will have enhanced their administrative and leadership skills through the completion of a curriculum that provides students with the latest theories and contemporary practice applications. They are not only able to define their role within the U.S. health system, but understand how to make necessary changes to create a work environment that is team-oriented and motivating to others. Graduates are able to analyze the influence of external and internal environments in order to align their organizations to respond to the ever-changing demands of the health care market place. Sensitivity to individuals and groups and the influence of multicultural diversity are seen as essential to effective leadership.

The curriculum is tailored to the needs of the health leader by providing content in finance, policy, research, technology, quality improvement, economics, leadership, and organizational analysis. The DHA program has a 68-credit requirement that involves both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and will be required to spend approximately 25 hours per week on required coursework.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation. Additionally, in the year three residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the University’s vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the DHA degree is the successful completion and oral defense of a significant, substantial, and independently completed doctoral dissertation that adds new information to the body of health administration knowledge. The dissertation provides the learner an opportunity to demonstrate mastery of the germinial and current literature in the field and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program’s curriculum is designed to develop the student’s ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research method for addressing these issues.

Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/dha.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

### DHA Program Category Requirements

**Doctoral Foundations, 4 total credits**
- COM 705 ~ ................................................................. 1 credit
- SEM 700R ~ .......................................................... 0 credits
- Doctoral Program Orientation Seminar
- LDR 711A ~ ......................................................... 3 credits

**Leadership Theory and Practice**

**Foundations in Health Care Administration, 12 total credits**
- DHA 711 ~ ............................................................. 3 credits
- Administration of Complex Health Care Systems
- DHA 712 ~ ............................................................. 3 credits
- Risk Management in Complex Organizations
- DHA 713 ~ ............................................................. 3 credits
- Managing Resources in Health Organizations
- DHA 714 ~ ......................................................... 3 credits
- Health Care Marketing

**Research Foundations, 6 total credits**
- RES 711 ~ ............................................................. 3 credits
- Fundamental Principles of Sound Research
- RES 722A ~ ......................................................... 3 credits

**Research Design**

**Advanced Research Design, 3 total credits**
- RES 723 ~ ............................................................. 3 credits
- Advanced Statistical Research Methods and Design
- RES 724 ~ ......................................................... 3 credits

**Qualitative Methods and Design**

**Advanced Leadership Issues in Health Care Administration, 12 total credits**
- DHA 721 ~ ............................................................. 3 credits
- Health Care Economics
- DHA 722 ~ ............................................................. 3 credits
- Policy and Regulation in Health Care
- DHA 723 ~ ............................................................. 3 credits
- Executive Information Systems
- DHA 724 ~ ......................................................... 3 credits
- Globalization of Health Care

**Doctoral Residencies, 10 total credits**
- PHL 700R ~ .......................................................... 3 credits
- Creative and Critical Thinking
- DOC 721R ~ ......................................................... 2 credits
- Doctoral Seminar I
- DOC 731R ~ ......................................................... 3 credits
- Collaborative Case Study
- DOC 732R ~ ......................................................... 2 credits

**Doctoral Seminar III**

**Advanced Renewal Residency**

**Advanced Inquiry in Health Care Leadership, 9 total credits**
- DHA 731 ~ ............................................................. 3 credits
- Population Health and Epidemiology
- DHA 732 ~ ............................................................. 3 credits
- Evaluation of Health Care Programs
- DHA 733 ~ ............................................................. 3 credits

**Contemporary Leadership Issues**

**Advanced Research Analysis, 3 total credits**
- RES 725 ~ ............................................................. 3 credits
- Descriptive and Comparative Data Analysis
- RES 726 ~ ............................................................. 3 credits
- Correlational Methods of Analysis
- RES 727 ~ ............................................................. 3 credits
- Approaches to Phenomenological Inquiry and Data Analysis
- RES 728 ~ ............................................................. 3 credits
- Qualitative Case Study
- RES 729 ~ ............................................................. 3 credits
- Ethnomethodology and the Study of Culture
- RES 745 ~ ............................................................. 3 credits
- Grounded Theory Methods
- RES 746 ~ ............................................................. 3 credits
- Mixed Methods

**Dissertation, 9 total credits**
- DOC 722 ~ ............................................................. 3 credits
- Doctoral Seminar II
- DOC 733 ~ ............................................................. 3 credits
- Doctoral Dissertation
- DOC 734 ~ ............................................................. 3 credits

**Doctoral Project IV**

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

- DOC 733 A and B ~ .............................................. 3 credits
- Doctoral Dissertation
- DOC 734 A and B ~ .............................................. 3 credits

**Doctoral Project IV**

Students may be required to complete DOC 733B and DOC 734B until all programmatic requirements and approvals have been met. In addition to fulfilling the Advanced Research Design and Advanced Research Analysis Program Requirements, you may select additional courses from the following if you have not satisfied the dissertation approval requirements upon completion of DOC 734: RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, and/or RES 729.
You will be required to select and attend Doctoral Project courses from the list of courses outlined above until dissertation approval is granted. Doctoral Project courses may be designated as ELEC 723 or ELEC 725 on the initial course schedule. The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the DHA**

All applicants are expected to meet the following admissions requirements:

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.

- Official transcripts listing a minimum of three (3) graduate level credits in research methods, statistics or scientific reasoning with a grade of “C” or better.

- Current or a record of past employment in supervisory or management position is required for admission.

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

- All doctoral (including reentry students) students will be required to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning in one of the following manners.
  - Applicable undergraduate University of Phoenix coursework completed within 10 years with a grade of C or better
  - Applicable graduate University of Phoenix coursework completed within 15 years with a grade of C or better
  - An official transcript reflecting 3 credits of comparable coursework in research, statistics, or quantitative reasoning completed within 10 years with a grade of C or better.
  - An official transcript reflecting 3 credits of graduate coursework in research, statistics, or quantitative reasoning completed within 15 years with a grade of C or better
  - A minimum score of at least 149 on the analytical section of the GRE completed within the last 10 years

**Degree Requirements for the DHA**

Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:

- A minimum of 68 doctorate credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of all residencies.
- Written approval of the dissertation proposal.
- Satisfactory oral defense and written completion of the dissertation.
- The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
- The diploma awarded for this program will read as: Doctor of Health Administration.

**Academic Progression for the DHA**

Students are subject to the following academic progression requirements:

- Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
  - Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).
  - Students may have only one incomplete grade on their records at a time.
  - Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
  - Successful completion of DOC 731R which serves as a qualifying examination course in the program.
  - Quality review of dissertation proposal to advance beyond DOC 732R.
  - Committee literature review prior to enrollment in DOC 734.
  - Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725 - RES 729)
  - Quality final Institutional review of dissertation during DOC 734.
  - Editorial Review after DOC 734 and prior to graduation.
  - Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.
  - Students who would like to repeat DOC 740R may repeat the course.

**Academic Standing and Minimum Grade Requirements for the DHA**

- Students must earn a grade of “B” or better in COM 705 Communication Strategies. Students who earn less than a “B” will be scholastically disqualified and must repeat the course.
- COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
• All credit-bearing courses, with the exception of COM 705, must be completed with a grade of “B-” or better. Students who earn a grade lower than “B-” must repeat the course until the minimum grade requirement is met.
• DOC 721R Doctoral Seminar I may only be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
• Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

Residency Requirements and Course Waivers for the DHA

Students must meet the following residency requirements:
• Completion of physical residencies:
  • Five-day residency at the beginning of the program.
  • Three-day residency at the beginning of year two.
  • Eight-day residency at the beginning of year three.
  • If a student’s dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.
• Students may waive a maximum of 9 credits from their required course of study on the basis of regionally accredited transferable coursework.
• In order to be granted a waiver with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:
  • The course must have been completed and transcripted from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
  • The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• The following courses may not be waived: COM 705, DHA 733, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, PHL 700R, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R
• The dissertation may not be waived.

Course Descriptions for the DHA
COM 705 .................................................................................... 1 credit
Communication Strategies
This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix’s adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

SEM 700R .................................................................................... 0 credits
Doctoral Program Orientation Seminar
SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies’ integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.

LDR 711A .................................................................................... 3 credits
Leadership Theory and Practice
This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

DHA 711 .................................................................................... 3 credits
Administration of Complex Health Care Systems
Students will focus on administration of complex health systems rather than singular organizations. Topics include organizational analysis, strategic planning, multi-organizational management issues, and evolving governance structures. Students are expected to discuss and critically analyze theories and methods in health care administration. This course is intended to serve as an arena for discussion and inquiry regarding both current and historical issues in strategic decision making at the policy and the organizational level.

DHA 712 .................................................................................... 3 credits
Risk Management in Complex Organizations
Managing risk in an organization requires demonstration of an understanding of legal, licensure, certification, and accreditation dynamics, as well as litigation management within the context of corporate compliance. The student will apply concepts from labor law, risk financing, contract law, partnership agreements, and professional credentialing. Discussion will also include human subjects research, data security, and biotechnology.

DHA 713 .................................................................................... 3 credits
Managing Resources in Health Organizations
Understanding the complexity of managing the vast resources needed to deliver quality health care is essential. Although human resources comprise the majority of needed assets, other resources include facilities and industry suppliers. This course will examine how these resources are interwoven and need to be successfully managed. The course is a combination of theoretical and practical approaches for resource management.

DHA 714 .................................................................................... 3 credits
Health Care Marketing
Survival of health care institutions is primarily dependent on how well marketing succeeds at acquiring market share. This course examines key marketing concepts within the health care industry. Students will examine the financial success of health care institutions from a market share perspective including pricing, promotion, and distribution of services.
RES 711 .................................................................3 credits

**Fundamental Principles of Sound Research**

RES 711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.

RES 722A ..............................................................3 credits

**Research Design**

This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.

RES 723 .................................................................3 credits

**Advanced Statistical Research Methods and Design**

The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.

RES 724 .................................................................3 credits

**Qualitative Methods and Design**

This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students’ understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.

DHA 721 .................................................................3 credits

**Health Care Economics**

This course focuses on the application of economic theory to the amount, organizations, and distribution of health care services in the United States. Students will apply principles such as supply and demand, margin analysis, and cost effectiveness analysis. Students will discuss issues and controversies surrounding the government’s role in financing and regulating health services.

DHA 722 .................................................................3 credits

**Policy and Regulation in Health Care**

Contemporary administration requires a thorough understanding of the federal policy and regulatory development process. Students analyze the history of health financing legislation, as well as regulatory implications of both the Medicare and Medicaid programs. This course examines the impact of emerging social, ethical, legal, and political issues on the future of the health care system. Emphasis is on the creation of innovative models of health care delivery.

DHA 723 .................................................................3 credits

**Executive Information Systems**

This course focuses on the use of financial systems, decision modeling programs, and advanced clinical information systems in formulating the strategic direction of modern health care systems. Practical experience using the University’s information technology partners introduces students to the richness of modern data systems. Simulations include quality improvement applications, including statistical process control methodology.

DHA 724 .................................................................3 credits

**Globalization of Health Care**

This course focuses on global health care systems with the objective of improving U.S. health care systems. Topics include global health issues, advocacy organizations, comparative political processes, and the economics of health financing. Students will understand the role of various international governing structures on health policy development.

PHL 700R .............................................................3 credits

**Creative and Critical Thinking**

This course challenges the learner to become a creative leader/problem-solver and to begin the process of personal transformation by questioning one's assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.

DOC 721R ............................................................2 credits

**Doctoral Seminar I**

This 5-day residency course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation. This course will incorporate learners from various doctoral programs/disciplines.

DOC 731R ............................................................3 credits

**Collaborative Case Study**

This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization's environment. This course will incorporate learners from various doctoral program/disciplines.

DOC 732R ............................................................2 credits

**Doctoral Seminar III**

This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.
**Annual Renewal Residency**
This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in “all but dissertation” status.

DHA 731 ................................................................. 3 credits

**Population Health and Epidemiology**
The science of epidemiology is essential for projecting the population health needs and appropriate allocation of public and private resources. This course focuses on the utilization of epidemiologic studies and techniques as a basis for health care policy and administrative decision making. Students will apply this science in the analysis of emerging health epidemics and diseases.

DHA 732 ................................................................. 3 credits

**Evaluation of Health Care Programs**
This course prepares the contemporary health administrator to utilize research methodologies in making decisions regarding the cost effectiveness of specific health programs. Case studies will be used that incorporate disease-specific programs, community-wide health interventions, and population specific care management programs across a variety of health settings.

DHA 733 ................................................................. 3 credits

**Contemporary Leadership Issues**
This seminar focuses on the applications of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge.

RES 725 ................................................................. 3 credits

**Descriptive and Comparative Data Analysis**
This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hoetelling’s T, MANOVA and related techniques. Depending on the learners’ needs other approaches may be covered.

RES 726 ................................................................. 3 credits

**Correlational Methods of Analysis**
This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners’ needs, other approaches may be covered.

RES 727 ................................................................. 3 credits

**Approaches to Phenomenological Inquiry and Data Analysis**
This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis appropriate to phenomenological research.

RES 728 ................................................................. 3 credits

**Qualitative Case Study**
This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis appropriate for and relevant to case study research.

RES 729 ................................................................. 3 credits

**Ethnomethodology and the Study of Culture**
In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g., observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches – and their blending – to actually design and conduct meaningful doctoral level research.
Doctoral Seminar II
This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

Doctoral Dissertation
This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

Doctoral Project IV
This is the final course in the program’s sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.

Doctoral Dissertation
This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/Chair relationship and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.

Doctoral Dissertation
This third available dissertation proposal course provides extended time for one-on-one work between a learner and his or her dissertation committee Chair. Learners enroll for this course when a learner has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Learners should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved.
Program Structure

The Ed.D/ET program has a 68-credit requirement that involves both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required course work.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation.

Additionally, in the third year residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the University’s vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the Ed.D/ET degree is the successful completion and oral defense of a significant, substantial, and independently completed dissertation that adds new information to the body of educational leadership knowledge.

The dissertation provides the learner an opportunity to demonstrate mastery of germinal and current literature and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program’s curriculum is designed to develop the student’s ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research methodology for addressing these issues.

Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/edd-et.

EdD/ET Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Doctoral Foundations, 4 total credits**

- COM 705 ~ ................................................................. 1 credit
- SEM 700R ~ .............................................................. 0 credits
- LDR 711A ~ .............................................................. 3 credits

**Foundations in Educational Leadership and Technology, 12 total credits**

- EDD 711 ~ .............................................................. 3 credits
- EDD 712 ~ .............................................................. 3 credits
- EDT 711 ~ .............................................................. 3 credits
- Educational Technology Research
- Educational Technology Research
- Leadership in Contemporary Organizations

**Research Foundations, 6 total credits**

- RES 711 ~ .............................................................. 3 credits
- Fundamental Principles of Sound Research
- Research Design

**Advanced Research Design, 3 total credits**

- RES 723 ~ .............................................................. 3 credits
- Advanced Statistical Research Methods and Design
- Research Design

**Techniques and Practices in Educational Technology, 12 total credits**

- EDD 721 ~ .............................................................. 3 credits
- Planning and Leading Change
- Instructional Design
- Instructional Design
- Instructional Design
- Distance Learning
- Distance Learning
- Instructional Media and Design Techniques

**Doctoral Residencies, 10 total credits**

- PHL 700R ~ ............................................................ 3 credits
- Creative and Critical Thinking
- DOC 721R ~ .......................................................... 2 credits
- Doctoral Seminar I
- DOC 731R ~ .......................................................... 3 credits
- Collaborative Case Study
- DOC 732R ~ .......................................................... 2 credits
- Doctoral Seminar III
- DOC 740R ~ .......................................................... 0 credits
- Annual Renewal Residency

**Advanced Inquiry in Educational Technology Leadership, 9 total credits**

- EDT 731 ~ .............................................................. 3 credits
- System Analysis and Design
- Contemporary Policy Analysis and Development
- Integrating Technology and Curriculum

**Advanced Research Analysis, 3 total credits**

- RES 725 ~ .............................................................. 3 credits
- Descriptive and Comparative Data Analysis
- Correlational Methods of Analysis
- Approaches to Phenomenological Inquiry and Data Analysis
**Additional Admission Requirements for the EdD/ET**

All applicants are expected to meet the following admission requirements:

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Official transcripts listing a minimum of three (3) graduate level credits in research methods, statistics or scientific reasoning with a grade of "C" or better.
- Current or a record of past employment in supervisory or management position is required for admission.
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.
- All doctoral (including reentry students) students will be required to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning in one of the following manners.
  - Applicable undergraduate University of Phoenix coursework completed within 10 years with a grade of C or better
  - Applicable graduate University of Phoenix coursework completed within 15 years with a grade of C or better
  - An official transcript reflecting 3 credits of undergraduate or comparable coursework in research, statistics, or quantitative reasoning completed within 10 years with a grade of C or better
  - An official transcript reflecting 3 credits of graduate coursework in research, statistics, or quantitative reasoning completed within 15 years with a grade of C or better
  - A minimum score of at least 149 for quantitative sections and 4.25 on the analytical section of the GRE completed within the last 10 years

**Academic Progression Requirements for the EdD/ET**

Students are subject to the following academic progression requirements:

- Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
  - Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).
  - Students may have only one incomplete grade on their records at a time.
  - Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
  - Successful completion of DOC 731R which serves as a qualifying examination course in the program.
  - Quality review of dissertation proposal to advance beyond DOC 732R.
  - Committee literature review prior to enrollment in DOC 734.
  - Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725 - RES 729).
  - Quality final Institutional review of dissertation during DOC 734.
  - Editorial Review after DOC 734 and prior to graduation.

**Dissertation, 9 total credits**

- **DOC 722 ~.................................................................3 credits**
  - Doctoral Seminar II
- **DOC 733 ~.................................................................3 credits**
  - Doctoral Dissertation
- **DOC 734 ~.................................................................3 credits**
  - Doctoral Project IV

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the ‘A’ course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the ‘B’ course.

- **DOC 733 A and B~.................................................................3 credits**
  - Doctoral Dissertation
- **DOC 734 A and B~.................................................................3 credits**
  - Doctoral Project IV

Students may be required to complete DOC 733B and DOC 734B until all programmatic requirements and approvals have been met. In addition to fulfilling the Advanced Research Design and Advanced Research Analysis Program Requirements, you may select additional courses from the following if you have not satisfied the dissertation approval requirements upon completion of DOC 734; RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, and/or RES 729. You will be required to select and attend Doctoral Project courses from the list of courses outlined above until dissertation approval is granted. Doctoral Project courses may be designated as ELEC 723 or ELEC 725 on the initial course schedule. The University reserves the right to modify the required course of study.

**Mixed Methods**

- **RES 728 ~.................................................................3 credits**
  - Qualitative Case Study
- **RES 729 ~.................................................................3 credits**
  - Ethnomethodology and the Study of Culture
- **RES 745 ~.................................................................3 credits**
  - Grounded Theory Methods
- **RES 746 ~.................................................................3 credits**
  - Mixed Methods

**Dissertation, 9 total credits**

- **DOC 722 ~.................................................................3 credits**
  - Doctoral Seminar II
- **DOC 733 ~.................................................................3 credits**
  - Doctoral Dissertation
- **DOC 734 ~.................................................................3 credits**
  - Doctoral Project IV

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the ‘A’ course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the ‘B’ course.

- **DOC 733 A and B~.................................................................3 credits**
  - Doctoral Dissertation
- **DOC 734 A and B~.................................................................3 credits**
  - Doctoral Project IV

Students may be required to complete DOC 733B and DOC 734B until all programmatic requirements and approvals have been met. In addition to fulfilling the Advanced Research Design and Advanced Research Analysis Program Requirements, you may select additional courses from the following if you have not satisfied the dissertation approval requirements upon completion of DOC 734; RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, and/or RES 729. You will be required to select and attend Doctoral Project courses from the list of courses outlined above until dissertation approval is granted. Doctoral Project courses may be designated as ELEC 723 or ELEC 725 on the initial course schedule. The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the EdD/ET**

All applicants are expected to meet the following admission requirements:

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Official transcripts listing a minimum of three (3) graduate level credits in research methods, statistics or scientific reasoning with a grade of "C" or better.
- Current or a record of past employment in supervisory or management position is required for admission.
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.
- All doctoral (including reentry students) students will be required to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning in one of the following manners.
  - Applicable undergraduate University of Phoenix coursework completed within 10 years with a grade of C or better
  - Applicable graduate University of Phoenix coursework completed within 15 years with a grade of C or better
  - An official transcript reflecting 3 credits of undergraduate or comparable coursework in research, statistics, or quantitative reasoning completed within 10 years with a grade of C or better.
  - An official transcript reflecting 3 credits of graduate coursework in research, statistics, or quantitative reasoning completed within 15 years with a grade of C or better
  - A minimum score of at least 149 for quantitative sections and 4.25 on the analytical section of the GRE completed within the last 10 years

**Academic Progression Requirements for the EdD/ET**

Students are subject to the following academic progression requirements:

- Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
  - Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).
  - Students may have only one incomplete grade on their records at a time.
  - Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
  - Successful completion of DOC 731R which serves as a qualifying examination course in the program.
  - Quality review of dissertation proposal to advance beyond DOC 732R.
  - Committee literature review prior to enrollment in DOC 734.
  - Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725 - RES 729).
  - Quality final Institutional review of dissertation during DOC 734.
  - Editorial Review after DOC 734 and prior to graduation.
Students must earn a grade of "B" or better in COM 705.

Academic Standing and Minimum Grade Requirements for the EdD/ET

- Students who would like to repeat DOC 740R may repeat the course.
- Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- Students who do not meet minimum grade requirements and attempt to repeat DOC 740R will be scholastically disqualified and must repeat the course.
- COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- All credit-bearing courses, with the exception of COM 705, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- DOC 721R Doctoral Seminar I may only be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.

Degree Requirements for the EdD/ET

- Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:
  - A minimum of 68 doctorate credits.
  - A minimum grade point average (GPA) of 3.0.
  - Satisfactory completion of all residencies.
  - Written approval of the dissertation proposal.
  - Satisfactory oral defense and written completion of the dissertation.
  - Completion of the residency requirements and expectations for doctoral-level thinking, dialogue to strengthen their understanding of the doctoral program.
  - The dissertation may not be waived.

Residency Requirements and Course Waivers for the EdD/ET

- Students must meet the following residency requirements:
  - Completion of physical residencies.
  - Five-day residency at the beginning of the program.
  - Three-day residency at the beginning of year two.
  - Eight-day residency at the beginning of year three.
  - If a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.
  - Students may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
  - In order to be granted a waiver with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:
    - The course must have been completed and transcripted from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
    - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
    - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
  - The following courses may not be waived: COM 705, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, EDT 721, EDT 732, PHL 700R, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R
  - The dissertation may not be waived.

Course Descriptions for the EdD/ET

- COM 705 .................................................................................... 1 credit

Communication Strategies

This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix's adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

- SEM 700R .................................................................................... 0 credits

Doctoral Program Orientation Seminar

This 3-week, online course is designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies’ integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.
Leadership Theory and Practice
This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

EDD 711 ................................................................. 3 credits

Social Contexts and Contemporary Issues
This course focuses on the historical concepts, demographic trends, and current issues of education. An analysis of institutions, unionization, technology, and diversity are of focus.

CUR 711 ................................................................. 3 credits

Developmental and Learning Theories
Theories on the physical, social, emotional, and intellectual development of learners across the lifespan are the focus of this course. These theories and their effect on the educational process and the design and implementation of instructional programs will be examined.

EDT 711 ................................................................. 3 credits

Educational Technology Research
This course explores research on learning with technology. Focal areas include learner control, media preference, motivation, collaborative learning, and computer-mediated communication. Learners formulate conclusions based on refereed studies and consider the relationship between research design and questions.

EDD 712 ................................................................. 3 credits

Leadership in Contemporary Organizations
This course explores organization theory, culture, and change. The influence of leadership on the organization is examined in depth. The different functions of administration, management, and leadership are of focus.

RES 711 ................................................................. 3 credits

Fundamental Principles of Sound Research
RES 711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.

RES 722A ............................................................... 3 credits

Research Design
This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.

RES 723 ................................................................. 3 credits

Advanced Statistical Research Methods and Design
The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.

RES 724 ................................................................. 3 credits

Qualitative Methods and Design
This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students' understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.

EDD 721 ................................................................. 3 credits

Planning and Leading Change
This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.

EDT 721 ................................................................. 3 credits

Instructional Design
This course focuses on the principles of instructional design including a survey of instructional design models. Using the overarching ADDIE process learners will relate each of the five design phases to an educational goal. From their analyses, learners will justify the use of an instructional design model and produce a course-level unit.

EDT 722 ................................................................. 3 credits

Distance Learning
This course traces the development of distance learning, including past, present, and future trends. Learners will relate social contexts and educational goals to the evolution of technologies and their intended support of learning. Learners will explore the delivery of instruction over physical distance, focusing on concepts such as transactional distance, cultural considerations, anonymity, privacy, and accountability. Team learning is heavily emphasized and applied in this course.

EDT 723 ................................................................. 3 credits

Instructional Media and Design Techniques
Learners will apply instructional design principles in the development of electronic media. Learners explore delivering instruction through multimedia and/or multiple modalities with a focus on matching appropriate technologies to learning outcomes. Design principles include the effects of contrast, continuity of text and graphics, relevancy of graphics to text, and alignment.

PHL 700R ............................................................ 3 credits

Creative and Critical Thinking
This course challenges the learner to become a creative leader/problem-solver and to begin the process of personal transformation by questioning one's assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.
DOC 721R ................................................................. 2 credits
Doctoral Seminar I
This 3-day residency course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation. This course will incorporate learners from various doctoral programs/disciplines.

DOC 731R ................................................................. 3 credits
Collaborative Case Study
This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization's environment. This course will incorporate learners from various doctoral program/disciplines.

DOC 732R ................................................................. 2 credits
Doctoral Seminar III
This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.

DOC 740R ................................................................. 0 credits
Annual Renewal Residency
This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in 'all but dissertation' status.

EDT 731 ................................................................. 3 credits
System Analysis and Design
This course follows the phases of needs analysis, planning, implementation, and evaluation that are integral to large-scale instructional technology projects. Learners consider vendor selection, organizational constraints, maintenance, and enhancements in an effort to address learners' present and future needs. Learners focus on developing systemic solutions that avoid the pitfalls of piecemeal technology adoptions.

EDD 732 ................................................................. 3 credits
Contemporary Policy Analysis and Development
This course provides an overview of contemporary education policy analysis and development. The Federal, state, local, and institutional levels of policy development are explored. The factors that influence the analysis and development of policy are discussed in depth. The evaluation and revision of policies and future trends and implications are examined.

EDT 732 ................................................................. 3 credits
Integrating Technology and Curriculum
This course is designed to develop strategies for effective and appropriate integration of digital technology and educational goals. Learners explore the possibilities enabled by technology, the reported need to master technologies for vocational readiness, and the design of technological implementations that enhance educational experiences. A running theme of this course is balancing the competing priorities of technology and curriculum decisions.

RES 725 ................................................................. 3 credits
Descriptive and Comparative Data Analysis
This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners explore the assumptions, advantages, limitations, and appropriate application of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hotelling's F, MANOVA and related techniques. Depending on the learners' needs other approaches may be covered.

RES 726 ................................................................. 3 credits
Correlational Methods of Analysis
This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners' needs, other approaches may be covered.

RES 727 ................................................................. 3 credits
Approaches to Phenomenological Inquiry and Data Analysis
This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.

RES 728 ................................................................. 3 credits
Qualitative Case Study
This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.
RES 729 .................................................................3 credits

Ethnomethodology and the Study of Culture
In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on “thick description” as a critical mode of representation.

RES 745 .................................................................3 credits

Grounded Theory Methods
This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.

RES 746 .................................................................3 credits

Mixed Methods
The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches – and their blending -- to actually design and conduct meaningful doctoral level research.

DOC 722 .................................................................3 credits

Doctoral Seminar II
This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

DOC 733 .................................................................3 credits

Doctoral Dissertation
This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

DOC 734 .................................................................3 credits

Doctoral Project IV
This is the final course in the program’s sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.

DOC 733A ...............................................................3 credits

Doctoral Dissertation
This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/chair relationship and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.

DOC 733B ...............................................................3 credits

Doctoral Dissertation
This third available dissertation proposal course provides extended time for one-on-one work between a learner and his or her dissertation committee Chair. Learners enroll for this course when a learner has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Learners should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved.
The University of Phoenix offers Professional Certificate programs to organizations and individuals with professional development or specialized training needs. The programs effectively blend theory and practice, enabling the individual to rapidly become a more effective manager or specialist.

Certificate programs are currently available in several fields: technology, education, call center professional, human resource management, health care, and project management.

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each College.

**Admission Requirements**

All applicants are expected to meet the following admission requirements:

- Signed Certificate Application
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
- The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
- The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
  - A signed Enrollment/Disclosure Agreement.
  - Completion of any state-specific required documents or forms.
- Students are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean.
- Students who begin their studies at campuses located in the states...
listed below are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

• Students attending a local campus in Oklahoma must provide written documentation of vaccinations or immunity against Hepatitis B, measles, mumps, and rubella (MMR). Students must demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

• Students attending a physical campus in the state of Tennessee are required to submit a Hepatitis B Waiver form to the University.

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-time students enrolled at a public or private institution of higher learning in New Jersey are required by law to maintain health insurance coverage, either through a school sponsored health insurance plan, or an alternate plan with comparable coverage. All students attending a local campus in New Jersey must complete the Student Health Insurance Election form indicating either that they have either enrolled in the University's sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not maintain health insurance coverage throughout the period of enrollment or who do not complete the Health Insurance Election Form each calendar year may not enroll in further courses until the Health Insurance Election Form has been completed, verifying the student has appropriate health insurance coverage in compliance with state law.

• Full and part-time students enrolled in a college, university or other institution of higher learning in Massachusetts must participate in a school sponsored health insurance plan, or an alternate plan with comparable coverage. All full and part-time students attending a Massachusetts local campus must complete the Student Health Insurance Plan Enrollment/ Acknowledgement form indicating either that they have either enrolled in the University’s sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not complete the Enrollment/Acknowledgement form each calendar year may not enroll in further courses until the form has been completed and the student has appropriate health insurance coverage.

Students who begin their studies at campuses located in Hawaii are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

The Hawaii State Department of Health requires that all students attending school at a campus in this state were born after December 31, 1956, be immunized for measles-mumps-rubella (MMR). Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

Exemptions from the MMR immunization requirement may be granted for the following reasons:

• A medical exemption may be granted to specific vaccines.
  • A U.S. licensed physician (M.D. or D.O.) must state in writing that giving a specific vaccine would endanger the student's life or health, and specify the reason based on valid medical contraindications.
  • The physician must state the length of time during which the vaccine would endanger the student's health or life.
  • The exemption certification must be signed by the physician on the physician's printed stationery.

A religious exemption may be granted if the student signs a statement certifying that the student's religious beliefs prohibit the practice of immunization.

If the State of Hawaii Director of Health determines that there is a danger of an outbreak from any of the diseases for which immunization is required, no exemption shall be recognized and inadequately immunized students shall be excluded from school until the Director has determined that the outbreak is over.

A copy of each exemption must be kept in the student's health record at school.

The Hawaii State Department of Health requires that all students attending school at a campus in this state shall provide a Certificate of TB Examination issued in the United States within 12 months prior to their first attendance in a post-secondary school in Hawaii. A completed Certificate of TB Examination shall be submitted prior to the first night of class or the student will not be permitted to attend class. Students shall complete Section A of this form, or submit a copy of their TB Clearance Certification received prior to their attendance at another Hawaii post-secondary school.

Students residing in the state of Connecticut are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

In accordance with Section 10a-155 of the Connecticut general statutes, all full time or matriculating students will be required to demonstrate proof of adequate immunization against measles, mumps, rubella (MMR) and varicella as recommended by the Advisory Committee for Immunization Practices (ACIP). For more specific state information, refer to the link below. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

Exemptions from the MMR and varicella immunization requirements may be granted for the following reasons:

• The student was born before January 1, 1957 (applicable to MMR vaccine only).
• The student was born in the United States before January 1, 1980 (applicable to the varicella (chicken pox) vaccine only)
The student has documentation from a physician stating that it is medically inadvisable to receive the vaccines for the one or more of the diseases as indicated on the immunization form.

- The student has documentation from a physician or director of health that he/she has had a confirmed case of one or more of the diseases as indicated on the immunization form.

- The student has laboratory confirmation of immunity to the disease(s) as indicated on the immunization form.

- The student has submitted a statement that immunization is contrary to his/her religious beliefs.

- The student is enrolled exclusively in the Online Campus and does not congregate with other students on campus or at campus-sponsored events. If the student later decides to attend a class at a University of Phoenix local campus location in Connecticut, the student must meet the immunization requirements before he/she may begin attending classes at a local campus location.

- The student graduated from a public or nonpublic high school in the state of Connecticut in 1999 or later and was not exempt from the measles, rubella and on or after August 1, 2010, the mumps vaccination requirement pursuant to subdivision (2) or (3) of subsection (a) of section 10-204a.

CERTIFICATE PROGRAMS FOR THE UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS - UNDERGRADUATE

**Project Management**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The project management course sequence focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas.

For more information about our graduation rates, the median debt study.

**General Information**

This certificate program may be taken on its own or may be earned en-route to earning a bachelor's degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding “Certificate Track” bachelor's program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelor's program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

**Additional Admission Requirements for the PM**

All applicants to this certificate program are expected to meet the following additional admission requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

- Connecticut: To earn the BSB/PMC Project Management Certificate Track program and have satisfactorily completed the prescribed 18 credits of certificate required courses.

- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

- Applicants must have access to a suitable work environment for the completion of course assignments.

**En-Route Matriculation Benchmark**

- Students enrolled in the Bachelor of Science in Business Concentration in Project Management (Certificate Track) program may earn a certificate in Project Management en route to completing the bachelor's degree.

- To earn the certificate en-route, students must be admitted to the BSB/PMC Certificate Track program and have satisfactorily completed the prescribed 18 credits of certificate required courses.

**Certificate Completion Requirements for the PM**

Credit Bearing Certificate completion requirements are the following:

- The student has documentation from a physician stating that it is medically inadvisable to receive the vaccines for the one or more of the diseases as indicated on the immunization form.

- The student has documentation from a physician stating that it is medically inadvisable to receive the vaccines for the one or more of the diseases as indicated on the immunization form.

- The student has laboratory confirmation of immunity to the disease(s) as indicated on the immunization form.

- The student has submitted a statement that immunization is contrary to his/her religious beliefs.

- The student graduated from a public or nonpublic high school in the state of Connecticut in 1999 or later and was not exempt from the measles, rubella and on or after August 1, 2010, the mumps vaccination requirement pursuant to subdivision (2) or (3) of subsection (a) of section 10-204a.

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- The student has submitted a statement that immunization is contrary to his/her religious beliefs.

- The student graduated from a public or nonpublic high school in the state of Connecticut in 1999 or later and was not exempt from the measles, rubella and on or after August 1, 2010, the mumps vaccination requirement pursuant to subdivision (2) or (3) of subsection (a) of section 10-204a.

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- The student graduated from a public or nonpublic high school in the state of Connecticut in 1999 or later and was not exempt from the measles, rubella and on or after August 1, 2010, the mumps vaccination requirement pursuant to subdivision (2) or (3) of subsection (a) of section 10-204a.

**Certificate Completion Requirements for the PM**

Credit Bearing Certificate completion requirements are the following:
CPMGT 303 .............................................................................3 credits

Project Estimating and Control Techniques
To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.

CPMGT 304 .............................................................................3 credits

Leading Projects in Organizations
This course provides students with an overview of organizational behavior as it relates to project management. It introduces various techniques and processes that will help students develop effective communication and interpersonal skills to successfully manage project teams. In addition, numerous leadership and motivation theories are presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management.

CPMT 305 ................................................................................3 credits

Project Management Capstone
This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management skills learned via the preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Sales Management certificate program provides students with the knowledge and skills necessary to build, retain, and manage a highly effective sales force. This certificate emphasizes skill development in the sales process, business-to-business sales strategies and best practices, consumer behavior and customer relationship management, and the role of a sales manager in leading a highly productive sales force. Upon completion of this certificate, students will possess the tools needed to manage sales objectives as they relate to achieving organizational success. Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/SMGT

MKT 421 ..................................................................................3 credits

Marketing

MKT 310 ..................................................................................3 credits

Personal Selling

MKT 360 ..................................................................................3 credits

The following course in the required course of study may not be waived: CPMGT 305

Course Descriptions for the PM

CPMGT 300 .............................................................................3 credits

Project Management
This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project® software.

CPMGT 301 .............................................................................3 credits

Strategic Portfolio and Project Management
This course provides students with insight into the management of an organization’s strategic project portfolio. Students will learn the value of aligning a project’s goals and objectives with the organization’s strategies and stakeholders’ interests. In addition, this course will illustrate how project teams are used to accomplish continuous improvement and to facilitate change within the organization. Students will also examine the characteristics of global and virtual project management.

CPMGT 302 .............................................................................3 credits

Procurement and Risk Management
This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.

The required course of study must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.

The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course in the required course of study may not be waived: CPMGT 305

Residency Requirements and Course Waivers for the PM

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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Project Estimating and Control Techniques
To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.

CPMGT 304 .............................................................................3 credits

Leading Projects in Organizations
This course provides students with an overview of organizational behavior as it relates to project management. It introduces various techniques and processes that will help students develop effective communication and interpersonal skills to successfully manage project teams. In addition, numerous leadership and motivation theories are presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management.

CPMGT 305 ................................................................................3 credits

Project Management Capstone
This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management skills learned via the preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.

Sales Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Sales Management certificate program provides students with the knowledge and skills necessary to build, retain, and manage a highly effective sales force. This certificate emphasizes skill development in the sales process, business-to-business sales strategies and best practices, consumer behavior and customer relationship management, and the role of a sales manager in leading a highly productive sales force. Upon completion of this certificate, students will possess the tools needed to manage sales objectives as they relate to achieving organizational success. Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/SMGT

MKT 421 ..................................................................................3 credits

Marketing

MKT 310 ..................................................................................3 credits

Personal Selling

MKT 360 ..................................................................................3 credits
Sales Force Management
*Students must choose 3 of the following:*

- MGT 317 ~ ................................................................. 3 credits
- Critical Skills in Management
- MKT 320 ~ ................................................................. 3 credits
- Business-to-Business Sales Management
- LDR 300 ~ ................................................................. 3 credits
- Innovative Leadership
- MKT 439 ~ ................................................................. 3 credits
- Consumer Behavior
- MKT 445 ~ ................................................................. 3 credits
- Sales, Tools and Strategies
- MKT 468 ~ ................................................................. 3 credits
- Customer Relationship Management

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the CERT/SMGT**

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have access to a suitable work environment for the completion of course assignments.

**Certificate Completion Requirements for the CERT/SMGT**

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as:

**Residency Requirements and Course Waivers for the CERT/SMGT**

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past ten (10) years for IS&T courses from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
  - The following course may not be waived: MKT 360

**Course Descriptions for the CERT/SMGT**

**Marketing**
This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues.

- MKT 310 ................................................................. 3 credits

**Personal Selling**
This course provides students with the tools and techniques necessary to understand the personal sales process. After completion of this course, students will be able to create a personal sales presentation, describe sales negotiations, compare and contrast the categories of prospect objections, summarize the elements of the closing process, and identify ethical frameworks associated with sales professional associations.

- MKT 360 ................................................................. 3 credits

**Sales Force Management**
This course provides students with an overview of the functions and activities related to managing a sales force. After the completion of this course, students will be able to summarize the responsibilities of a sales manager, evaluate the techniques used to recruit sales force candidates, describe sales territory strategies, examine the methods used in lead generation, and explain the approaches used to forecast sales performance information.

- MGT 317 ................................................................. 3 credits

**Critical Skills in Management**
This course provides students with fundamental knowledge and skills necessary to make important management decisions. This course places emphasis on general managerial knowledge and skills required for effective personal, interpersonal, and group leadership regarding the direction of daily business affairs in a global business environment.

- MKT 320 ................................................................. 3 credits

**Business-to-Business Sales Management**
This course provides students with an understanding of the business-to-business selling relationship and the challenges associated with maintaining these relationships. After the completion of this course, students will be able to describe the complexities of business-to-business selling relationships, create numerous presentations to address the variety of audiences in the business-to-business setting, examine legal issues associated with business-to-business selling, and evaluate the ethical considerations of relationship building behavior within a business-to-business sales relationship.
LDR 300 .......................................................................................3 credits

**Innovative Leadership**

This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.

MKT 435 .......................................................................................3 credits

**Consumer Behavior**

This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs.

MKT 445 .......................................................................................3 credits

**Sales, Tools and Strategies**

This course is an examination of the basic principles involved in the sales process, the relationship between sales and marketing, sales force structure, and Customer Relationship Management (CRM). Emphasis is placed on product pricing, managing the sales force, forecasting market demand, and relating sales goals to marketing goals.

MKT 468 .......................................................................................3 credits

**Customer Relationship Management**

This course provides students with an understanding of the importance of building and enhancing customer relationships by utilizing best practices and customer relationship management strategies. After completion of this course, students will be able to summarize market segmentation methods, evaluate the strategies of customer acquisition and retention, identify effective customer service techniques, and understand the use of relational databases and customer relationship management software in maintaining customer loyalty.

**Human Resource Management**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Certificate Program in Human Resource Management provides education in areas which the human resource professional faces daily; from legal matters to staff recruitment and development. This program is designed for those who have functional responsibility to carry out the duties of an organization’s human resource department; seasoned human resource staff members wishing to keep current; newcomers to the field requiring new knowledge and skills; and specialists wanting to broaden their knowledge.

Major topic areas covered include the role of human resources, employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development. Participants acquire knowledge and skills that are essential in addressing the challenges of the human resource profession.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/hrm.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the HRM**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 300</td>
<td>Fundamentals of Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM 434</td>
<td>Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>HRM 324 ~</td>
<td>Total Compensation</td>
<td>3</td>
</tr>
<tr>
<td>HRM 420 ~</td>
<td>Human Resource Risk Management</td>
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<tr>
<td>HRM 326 ~</td>
<td>Employee Development</td>
<td>3</td>
</tr>
<tr>
<td>HRM 498 ~</td>
<td>Strategic Human Resource Management and Emerging Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

**General Information for the HRM**

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding “Certificate Track” bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

**Additional Admission Requirements for the HRM**

All applicants to this certificate program are expected to meet the following additional admission requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPS (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have access to a suitable work environment for the completion of course assignments.

**En-Route Matriculation Benchmark for the HRM**

- Students enrolled in the Bachelor of Science in Business Concentration in Human Resource Management (Certificate Track) program may earn a certificate in Human Resource Management en route to completing the bachelors degree.
- To earn the certificate en-route, students must be admitted to the BSB/HRMC Certificate Track program and have satisfactorily completed the prescribed 18 credits of certificate required courses.
Certificate Completion Requirements for the HRM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as: Human Resource Management.

Residency Requirements and Course Waivers for the HRM

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course may not be waived: HRM 498

Course Descriptions for the HRM

HRM 300 ........................................................................................... 3 credits
Fundamentals of Human Resource Management

This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.

HRM 434 ........................................................................................... 3 credits
Employment Law

This course provides an overview of federal statutes and state regulated areas that impact the personnel function. Among the topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.

HRM 324 ........................................................................................... 3 credits
Total Compensation

This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge and skills required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.

HRM 420 ........................................................................................... 3 credits
Human Resource Risk Management

This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

HRM 326 ........................................................................................... 3 credits
Employee Development

This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course will define the new roles and expectations of companies and the abilities of an organization to avoid or mitigate potential liabilities. Students will evaluate the HRM competencies and leadership skills needed for a strategic HRM plan. Students will examine what strategic HR planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.

Bookkeeping Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bookkeeping Certificate focuses on the role of accounting in business and management. Students will encounter real-world scenarios where they will use accounting information resources and systems, and present conclusions based on accounting and business data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bkp.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/BKP
BUS 210C. ................................................................. 3 credits
Foundations of Business
XACC 210C ............................................................. 3 credits
Accounting Information Systems
XBCOM 230C ............................................................... 3 credits
Business Communication for Accountants
XACC 290C ............................................................... 3 credits
Principles of Accounting I
XMG 230C ................................................................. 3 credits
Management Theory and Practice
XACC 291C ............................................................... 3 credits
Principles of Accounting II

The University reserves the right to modify the required course of
study.

Additional Admission Requirements for the CERT/BKP
All applicants to this certificate program are expected to meet the
following additional admission requirements:
• Applicants must be at least 16 years of age at the time of
application.
• High school graduation from an institution that holds state
approval to confer high school diplomas or are accredited or a
candidate for accreditation at the time the student attended by
an acceptable accrediting body, GED certificate or CHSPE
test administered by the California High School Proficiency Examination (CHSPE)
• Tennessee: Students residing in Tennessee who are attending
classes via the Online modality and students attending a
local campus in Tennessee, including from any cross-border
locations, must provide the university with an official High
School transcript or official GED score (if applicable). A
college transcript which documents high school attended
and date of completion or a copy of a DD-214 showing high
school graduation or equivalency may be submitted to
satisfy this requirement.
• Demonstration of basic skills proficiency in mathematics.
Students have the following options to satisfy this requirement:
• Students must pass the Praxis I exam at the cut score
determined by the School of Business (Math - 170).
• Students must pass the Essential Academic Skills Subtest III:
Mathematics provided by National Evaluation Systems at
the cut scores determined by the national benchmark
(Essential Academic Skills Subtest III: Mathematics - 220).
• Students must pass the SAT at the cut scores determined by
the national benchmark (Mathematics - 480).
• Students must pass the ACT at the cut scores determined by
the national benchmark (Mathematics - 20).
• Transfer credit may be used by students who have achieved
a C- or better in a college algebra or comparable course of at
least 2.67 semester credits completed at a regionally or
approved nationally accredited institution. Transfer courses
used to fulfill this requirement must be eligible to receive
general education credit.

• Achieve a passing score eligible for credit on an approved
mathematics related National Testing Program.
Current Approved National Testing Programs are:
CLEP Examination
   • College Mathematics
   • College Algebra
   • Precalculus
   • Calculus
DANTES Examination
   • Principles of Statistics
   • Business Mathematics
Advanced Placement Examination
   • Calculus AB
   • Calculus BC
   • Statistics
• Achieve a passing score on the School of Business math
readiness exam (MyMathTest Assessment - 70%).
• Successful completion (passing grade) of University of
Phoenix mathematics course MAT 116, equivalent or higher.
• New students who list less than 24 previous college credits as
recognized by the University on the admissions application, are
required to successfully complete a University Orientation
Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).

En-Route Matriculation Benchmark for the CERT/BKP
• Students enrolled in the Associate of Arts Concentration in
Accounting Foundations/Bookkeeping Certificate Track
program may earn a certificate in Bookkeeping en route to
completing the associates degree.
• To earn the certificate en-route, students must be admitted to the
AAACCF Track A or B first and come back to earn a BKP
certificate; however, students who have completed a certificate
in the same area of focus. Example: a student may not earn a
bachelors degree in Accounting may not receive a certificate in
another approved concentration.

Certificate Completion Requirements for the CERT/BKP
Credit Bearing Certificate completion requirements are the follow-
ing:
• Completion of a minimum of 18 credits.
• A minimum program grade point average (GPA) of 2.0.
• The certificate awarded for this program will read as:
   Bookkeeping
• Students who have completed an associates (A or B Track) or
bachelors degree in Accounting may not receive a certificate in
the same area of focus. Example: a student may not earn a
AAACCF Track A or B first and come back to earn a BKP
certificate; however, students who have completed a certificate
may return to receive an associates or bachelors degree with a
concentration in the same area as the completed certificate or
another approved concentration.

Residency Requirements and Course Waivers for the CERT/ BKP
Students must meet the established University residency require-
ment for degree conferral. The University requires that the major-
ity of coursework, 12 credits in the Required Course of Study, must
be completed at University of Phoenix.
Students in this program may waive a maximum of 6 credits from
their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course may not be waived: BUS 210C

Course Descriptions for the CERT/BKP

BUS 210C ................................................................................. 3 credits

Foundations of Business

In this course students will explore the foundation of business by reviewing topics regarding the structure and culture of the modern business environment. Additional topics include the evolution of business, the role of the business ethics, communication, technology, operations, leadership, and human resources. Upon completion, students are better prepared to make informed decisions regarding their educational and professional goals.

XACC 210C ............................................................................. 3 credits

Accounting Information Systems

This course introduces accounting students to the use of technology and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for a business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.

XBCOM 230C ............................................................................. 3 credits

Business Communication for Accountants

This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communications within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

XACC 290C ............................................................................. 3 credits

Principles of Accounting I

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

XMGT 230C ............................................................................. 3 credits

Management Theory and Practice

This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

XACC 291C ............................................................................. 3 credits

Principles of Accounting II

This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, pay-roll accounting, and other significant liabilities.

Supply Chain Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Supply Chain Management certificate highlights the important role a supply chain plays in organizational performance and efficiency. The program emphasizes the need to develop and maintain a sustainable competitive advantage through the efficient and effective performance of all supply chain activities. Students will be able to examine logistic management processes, determine appropriate purchasing and procurement strategies, identify elements of an effective supply chain information management system, and evaluate lean enterprise processes to improve organizational efficiency.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/SCM

ISCOM 370 ............................................................................. 3 credits
Strategic Supply Chain Management

ISCOM 352 ~ ................................................................. 3 credits
Logistics Management

ISCOM 476 ~ ................................................................. 3 credits
Integrated Supply Chain Applications

Students must choose 3 of the following:

BIS 375 ~ ................................................................. 3 credits
Supply Chain Information Management in Online Environments

ISCOM 361 ~ ................................................................. 3 credits
Purchasing and Procurement

ISCOM 424 ~ ................................................................. 3 credits
End-to-End Supply Chain Management

ISCOM 472 ~ ................................................................. 3 credits
Lean Enterprise

ISCOM 473 ~ ................................................................. 3 credits
Global Sourcing and Procurement
The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the CERT/SCM**

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
- Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have access to a suitable work environment for the completion of course assignments.

**Certificate Completion Requirements for the CERT/SCM**

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as: Supply Chain Management (Undergraduate)

**Residency Requirements and Course Waivers for the CERT/SCM**

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
  - The following course may not be waived: ISCOM 476

**Course Descriptions for the CERT/SCM**

- **ISCOM 370**...............................................................................3 credits
  - Strategic Supply Chain Management
  - This course will provide an overview of the strategic elements and functional relationships within manufacturing and ser-vice supply chains. Emphasis is placed on the integration of strategic planning, sourcing, operations, and logistics to achieve a sustainable competitive advantage.

- **ISCOM 352**...............................................................................3 credits
  - Logistics Management
  - This course provides an overview of logistics management within a supply chain operation. This includes an analysis of different modes of transportation, logistics management within the United States, and logistics management in the global market. Special emphasis is placed on transportation and fleet management elements including operations management, information technology, decision support systems, fuel savings strategies, and reverse logistics considerations.

- **ISCOM 476**...............................................................................3 credits
  - Integrated Supply Chain Applications
  - This course introduces students to the importance of a strategic plan and its interaction with, and impact on, supply chain applications. Students will understand the processes of supply change creation and improvement, and as a result, the effects it has on competition. Students will be able to select and apply a set of metrics to the supply chain which demonstrate performance standards are achieved.

- **BIS 375**...............................................................................3 credits
  - Supply Chain Information Management in Online Environments
  - This course introduces students to the theory and practice of conducting supply chain functions over the Internet. It addresses various business strategies for buying, selling, or exchanging products, services, and information via computer networks. Legal and ethical requirements for handling supply chain business over the Internet are addressed.

- **ISCOM 361**...............................................................................3 credits
  - Purchasing and Procurement
  - This course addresses the relationship between supply chain management and procurement. This includes overview of both the procurement process and commodity markets. Students will address procurement from a strategic perspective as well as at the operational level.
End-to-End Supply Chain Management
This course prepares students to be effective managers in end-to-end supply chain management. This refers to tracking all segments of the supply chain beginning with capturing customer requirements to customer consumption and disposal. Special emphasis is placed on enhancing supply chain efficiencies through problem-solving methodologies including Six Sigma, Lean management. Students will also apply the principles of Supplier Relationship Management (SRM) and Customer Relationship Management (CRM) to make effective end-to-end supply chain decisions.

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.

Global Sourcing and Procurement
This course introduces students to the changing world of purchasing and its relationship to supply chains. It addresses purchasing operations and structures, strategic sourcing processes and the critical supply chain elements of managing supply chain inventory, information systems, as well as performance measurement and evaluation.

Small Business Management and Entrepreneurship Certificate (Undergraduate)
The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Small Business Management and Entrepreneurship certificate provides students with an understanding of small business planning, financial management, and integrated business topics on entrepreneurship and small business management. Upon completion of this program students will be able to examine small business marketing opportunities, identify innovative small business strategies, evaluate financial management decisions, and address the challenges and opportunities specific to small business management and entrepreneurship.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/SBE

MGT 312 ~ Organization Behavior for Managers
MGT 401 ~ Small Business: Structure, Planning and Funding
MGT 465 ~ Small Business and Entrepreneurial Planning

Students must choose 3 of the following:
FIN 375 ~ Financial Management in the Small Business

LDR 300 ~ ............................................................................... 3 credits
Innovative Leadership
MGT 418 ~ ............................................................................... 3 credits
Evaluating New Business Opportunities
MKT 431 ~ ............................................................................... 3 credits
Small Business Marketing
OI 361 ~ ............................................................................... 3 credits
Innovation, Design, and Creativity for a Competitive Advantage
OI 370 ~ ............................................................................... 3 credits
Innovation for the 21st Century

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/SBE
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
• Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
• Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
• Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/SBE
• Completion of a minimum of 18 credits.
• A minimum grade point average (GPA) of 2.0.
• The certificate awarded for this program will read as: Small Business Management and Entrepreneurship (Undergraduate)

Residency Requirements and Course Waivers for the CERT/
SBE

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following course may not be waived: MGT 465

**Course Descriptions for the CERT/SBE**

**MGT 312** ........................................................................................................ 3 credits

*Organizational Behavior for Managers*

This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.

**MGT 401** ........................................................................................................ 3 credits

*The Small Business: Structure, Planning and Funding*

This course provides an overview of the small business from concept through funding. Emphasis is placed on designing a competitive business model, crafting the business plan, forms of ownership and exploring funding options.

**MGT 465** ........................................................................................................ 3 credits

*Small Business and Entrepreneurial Planning*

This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include the strategic and integrative application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting business planning requirements to the realistic needs of small business owners and entrepreneurs.

**FIN 375** ........................................................................................................ 3 credits

*Financial Management in the Small Business*

This course focuses on the role that financial management plays in the development and sustainability of a small business. This course provides a detailed review of forecasting, budgeting, daily cash flow management techniques and monitoring financial performance in small business operations. Specifically, students will address funding, venture capital, and debt management, cash-flow management, financial planning, and capital budgeting.

**LDR 300** ........................................................................................................ 3 credits

*Innovative Leadership*

This course provides a foundation of understanding 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 418** ........................................................................................................ 3 credits

*Evaluating New Business Opportunities*

This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.

**MKT 431** ........................................................................................................ 3 credits

*Small Business Marketing*

Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, and developing effective pricing and advertising strategies.

**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.

**OI 370** ........................................................................................................ 3 credits

*Innovation for the 21st Century*

This course covers the impact of innovation on organizations. In this course students will apply innovation strategies, processes, and theories to help propel an organization into the 21st century. Topics will include managing innovation process, organizational culture for innovation, and leadership of innovation.

**Retail Management Certificate (Undergraduate)**

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Retail Management certificate focuses on the retail management environment. The concentration emphasizes skill development in customer service management, sales and marketing, supply management, retail operations, merchandising, and personnel management unique to the retail industry. Upon completion of
this concentration, students will possess the knowledge and skills necessary to be leaders in the retail industry.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the CERT/RETM**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 295 - Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BRM 226 - Customer Service Management</td>
<td>3</td>
</tr>
<tr>
<td>BRM 236 - Sales, Tools, and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>BRM 246 ~ Retail Marketing: Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>BRM 256 ~ Retail Personnel Management</td>
<td>3</td>
</tr>
<tr>
<td>BRM 266 ~ Retail Operations: Supply Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Business Communications**

This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.

**Customer Service Management**

This course focuses on the personnel management aspects of retail management. Students will be prepared to utilize recruiting and staffing, motivating, training, and ethics concepts to effectively lead retail personnel.

**Retail Operations: Supply Management**

This course is an examination of basic principles involved in the sales process, the relationship between sales and business objectives, and managing the sales force and customer relationships. Emphasis is placed on sales planning, developing specific goals to meet the business objectives, and adapting to changes in the market.

**Certificate Completion Requirements for the CERT/RETM**

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.00.
- The certificate awarded for this program will read as: Retail Management (Undergraduate)

**Residency Requirements and Course Waivers for the CERT/RETM**

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

**Course Descriptions for the CERT/RETM**

**Business Communications**

This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.

**Customer Service Management**

This course presents strategies for effective customer service to increase satisfaction and retention within the retail environment. Students will be prepared to build customer rapport, analyze risks associated with customer service, and develop skills and strategies to resolve customer conflict. Additional focus will be placed on managing customer interactions to enhance competitive advantage within the retail sector.

**Sales, Tools, and Strategies**

This course is an examination of basic principles involved in the sales process, the relationship between sales and business objectives, and managing the sales force and customer relationships. Emphasis is placed on sales planning, developing specific goals to meet the business objectives, and adapting to changes in the market.

**Certificate Completion Requirements for the CERT/RETM**

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.00.
- The certificate awarded for this program will read as: Retail Management (Undergraduate)
Operations Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Operations Management certificate provides students with a strategic approach to managing performance improvement of all business planning, global sourcing and procurement, production, and logistical activities within an organization’s operations division. Upon completion of this program students will be able to evaluate quality management approaches within operations, examine logistics management strategies, summarize purchasing and procurement decisions, and identify global sourcing opportunities to enhance the efficiency of an organization’s operations management division.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/OPS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCOM 305</td>
<td>Systems Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 420~</td>
<td>Managing Quality in the Supply Chain</td>
<td>3</td>
</tr>
<tr>
<td>ISCOM 374~</td>
<td>Integrated Logistics Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must choose 3 of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIS 375~</td>
<td>Supply Chain Information Management</td>
<td>3</td>
</tr>
<tr>
<td>ISCOM 361~</td>
<td>Purchasing and Procurement</td>
<td>3</td>
</tr>
<tr>
<td>ISCOM 383~</td>
<td>Global Value Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>ISCOM 386~</td>
<td>Service Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>ISCOM 472~</td>
<td>Lean Enterprise</td>
<td></td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/OPS

- Applicants attending a local campus in South Carolina must submit a copy of their high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.

- Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.

- Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/OPS

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as: Operations Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/OPS

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

- Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

• The following course may not be waived: ISCOM 374

Course Descriptions for the CERT/OPS

ISCOM 305 .............................................................................. 3 credits

Systems Operations Management
This course outlines the main components of effective systems operations management. This includes effectively managing data collection, inventory optimization, operational procedures, information technology resources, and operational components for effective decision making.

MGT 420 .................................................................................. 3 credits

Managing Quality in the Supply Chain
This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.

ISCOM 374.................................................................................. 3 credits

Integrated Logistics Management
This course prepares students to strategically plan, implement, and control the efficient and effective flow and storage of goods, service, and related information from a point-of-origin to a point-of-consumption. This course also focuses on transportation, inventory management, warehousing, and customer services.

BIS 375 ...................................................................................... 3 credits

Supply Chain Information Management in Online Environments
This course introduces students to the theory and practice of conducting supply chain functions over the Internet. It addresses various business strategies for buying, selling, or exchanging products, services, and information via computer networks. Legal and ethical requirements for handling supply chain business over the Internet are addressed.

ISCOM 361.................................................................................. 3 credits

Purchasing and Procurement
This course addresses the relationship between supply chain management and procurement. This includes overview of both the procurement process and commodity markets. Students will address procurement from a strategic perspective as well as at the operational level.

ISCOM 383.................................................................................. 3 credits

Global Value Chain Management
This course describes value chain activities between buyers and sellers in international business. Emphasis is placed on global sourcing, procurement of materials and services, and on business-to-business cultural differences between countries.

ISCOM 386.................................................................................. 3 credits

Service Operations Management
The course presents structured techniques for evaluating operating efficiency and effectiveness in the service sector. Special emphasis is placed on key service principles. Students learn how to manage service operations through a series of case studies and applications, inventory control, waiting time management, project management, site selection, performance evaluation, and scoring systems.

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.

Marketing Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Marketing certificate addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The program builds upon the foundational marketing course and allows further study in the areas of consumer behavior, marketing research, public relations, product and brand management, and small business marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/MKT

MKT 421 .................................................................................. 3 credits
Marketing
MKT 435 ~ ............................................................................... 3 credits
Consumer Behavior
MKT 498 ~ ............................................................................... 3 credits
Integrated Marketing Strategies

Students must choose 3 of the following:

BRM 353 ~ ............................................................................... 3 credits
Product and Brand Management
MKT 411 ~ ............................................................................... 3 credits
Green Marketing
MKT 431 ~ ............................................................................... 3 credits
Small Business Marketing
MKT 438 ~ ............................................................................... 3 credits
Public Relations
MKT 441 ~ ............................................................................... 3 credits
Marketing Research
MKT 444 ~ ............................................................................... 3 credits
Hospitality Marketing

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MKT
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

• Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution's student website.

• Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.

• Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

• Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MKT

• Completion of a minimum of 18 credits.
• A minimum grade point average (GPA) of 2.0.
• The certificate awarded for this program will read as: Marketing (Undergraduate)

Residency Requirements and Course Waivers for the CERT/ MKT

• Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

• Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

• In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  • The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

• The following course may not be waived: MKT 498

Course Descriptions for the CERT/MKT

MKT 421 .................................................................3 credits
Marketing
This course involves an analysis of the role of marketing within the organization. Other topics include analyzing consumer behavior, identifying marketing variables, creating marketing strategies, and describing challenges of international marketing issues.

MKT 435 .................................................................3 credits
Consumer Behavior
This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs.

MKT 498 .................................................................3 credits
Integrated Marketing Strategies
This course provides students with an in depth study of Integrating Marketing Communications (IMC). Emphasis will be placed on strategic roles and the integration of marketing communication tools including advertising, public relations, sales, promotion, event management, media selection, and marketing management.

BRM 353 .................................................................3 credits
Product and Brand Management
This course presents an analysis of the goods and services lifecycle from conception to purchase. Special emphasis is placed on design and implementation of successful product development and brand management strategies that deliver value to consumers.

MKT 411 .................................................................3 credits
Green Marketing
This course applies the principles of sustainability and the philosophy of being environmentally green to the area of marketing. Special emphasis is placed on sustainable product design; awareness and cause marketing; public relations and green-washing; and emerging going-green marketing trends.

MKT 431 .................................................................3 credits
Small Business Marketing
Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, and developing effective pricing and advertising strategies.

MKT 438 .................................................................3 credits
Public Relations
This course provides an introduction to the field of public relations. Topics covered are media relations; promotion; tools used in developing public relations and publicity; and improving customer satis-
fashion; relationship building strategies; and ethics and public relations.
MKT 441 ................................................................................. 3 credits
Marketing Research
This course covers basic research methodology applied to marketing issues. Students will study methods and techniques for collection, analysis, and interpretation of primary and secondary data for consumer business marketing.
MKT 444 ................................................................................. 3 credits
Hospitality Marketing
This course applies the general tools of marketing to the specific needs of the hospitality management industry. Special emphasis is placed on the global, regional, individual, and ethical considerations when building customer-relationships through marketing.
Hospitality Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Hospitality Management certificate will prepare students for careers in the hospitality industry. The program emphasizes the development of skills in lodging management; service operations management; events and recreation planning; and facilities management. Upon completion of this program students will possess the knowledge and skills needed to become leaders in the hospitality industry.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/HPM
MGT 312 ................................................................. 3 credits
Organizational Behavior for Managers
HM 370 ~ ................................................................................. 3 credits
Hospitality Management
HM 475 ~ ................................................................................. 3 credits
Hospitality Decision Analysis
Students must choose 3 of the following:
BIS 303 ~ ................................................................................. 3 credits
Managing Information Technology in the Hospitality Industry
HM 486 ~ ................................................................................. 3 credits
Trends and Emerging Issues in Hospitality
ISCOM 386 ~ ................................................................................. 3 credits
Service Operations Management
MGT 314 ~ ................................................................................. 3 credits
Hospitality Entrepreneurship
MGT 455 ~ ................................................................................. 3 credits
Risk Management in the Hospitality Industry
MKT 444 ~ ................................................................................. 3 credits
Hospitality Marketing
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/HPM

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
• Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
• Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
• Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/HPM
• Completion of a minimum of 18 credits.
• A minimum grade point average (GPA) of 2.0.
• The certificate awarded for this program will read as: Hospitality Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/HPM
• Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
• Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
• In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  • The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
Course Descriptions for the CERT/HPM

MGT 312 .....................................................................................3 credits
Organizational Behavior for Managers
This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.

HM 370 .....................................................................................3 credits
Hospitality Management
This course provides an overview of the fundamental concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of travel and tourism while examining hospitality issues, trends, e-business implications, and operational structures.

HM 475 .....................................................................................3 credits
Hospitality Decision Analysis
This capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, conduct financial analyses, and develop sales and marketing strategies within a hospitality organization.

BIS 303 ......................................................................................3 credits
Managing Information Technology in the Hospitality Industry
This course provides a managerial overview of information technology in the hospitality industry. Special emphasis is placed in utilizing information technology systems such as POS, inventory tracking, and reservation networks to make managerial and strategic decisions for the organization.

HM 486 .....................................................................................3 credits
Trends and Emerging Issues in Hospitality
This course applies a strategic perspective to assessing new trends and emerging issues in hospitality management. Special emphasis is placed on applying a global perspective to new and emerging markets in the hospitality industry. This includes consideration of changing social and economic groups as well as shifting demand for existing and new products and services.

ISCOM 386 ..................................................................................3 credits
Service Operations Management
The course presents structured techniques for evaluating operating efficiency and effectiveness in the service sector. Special emphasis is placed on key service principles. Students learn how to manage service operations through a series of case studies and applications, inventory control, waiting time management, project management, site selection, performance evaluation, and scoring systems.

MGT 314 .....................................................................................3 credits
Hospitality Entrepreneurship
This course provides an overview of the managerial and entrepreneurial skills needed to operate and manage a small business in the hospitality industry. Special emphasis is placed on business planning, marketing, financial management, and the regulatory environment.

MGT 455 .....................................................................................3 credits
Risk Management in the Hospitality Industry
This course provides a framework for assessing risk from the hospitality management perspective. Students will evaluate various risk evaluation tools as appropriate for different components of the hospitality industry. Special emphasis is placed on assessing risk, the risk management process, risk evaluation, preventative planning.

MKT 444 .....................................................................................3 credits
Hospitality Marketing
This course applies the general tools of marketing to the specific needs of the hospitality management industry. Special emphasis is placed on the global, regional, individual, and ethical considerations when building customer-relationships through marketing.

Human Resource Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Human Resource Management certificate prepares students to develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The program addresses the legal and ethical components of the decision making process involved in the human resources environment. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/HRM

HRM 300 .....................................................................................3 credits
Fundamentals of Human Resource Management

MGT 434 ~ .................................................................3 credits
Employment Law
Additional Admission Requirements for the CERT/HRM

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
- Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/HRM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as: Human Resource Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/HRM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of 'C' (2.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following course may not be waived: HRM 498

Course Descriptions for the CERT/HRM

HRM 300 ................................................................. 3 credits
- Fundamentals of Human Resource Management
  This course explores the critical role of human achieving resources in business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.

MGT 434 ................................................................. 3 credits
- Employment Law
  This course provides an overview of federal statutes and state regulated areas that impact the personnel function. Among the topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (poligraphy testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.

HRM 324 ................................................................. 3 credits
- Total Compensation
  This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge and skills required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.

HRM 420 ................................................................. 3 credits
- Human Resource Risk Management
  This course introduces students to risk management in a human
resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

HRM 326 ...........................................................................3 credits

Employee Development
This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the impact education has on employee motivation. The course will also explore methods of program design, development, and assessment.

HRM 498 ...........................................................................3 credits

Strategic Human Resource Management and Emerging Issues
This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with business strategies, and the emerging issues facing business. Students will evaluate the HRM competencies and leadership skills needed for a strategic HRM plan. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.

General Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Management certificate emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The program provides students with the opportunity to examine the areas of innovation in business, human resource management, change management, organizational negotiations, and strategic management. Students will integrate advanced topics in management through real-world business application.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/MGT

MGT 312 .................................................................3 credits
Organizational Behavior for Managers
MGT 498 ~ .............................................................3 credits
Strategic Management
Students must choose 4 of the following:
ACC 400 ~ ...............................................................3 credits
Accounting for Decision Making
BRM 353 ~ ...............................................................3 credits
Product and Brand Management
CPMG 300 ~ ...........................................................3 credits
Project Management
FIN 419 ~ ...............................................................3 credits

Finance for Decision Making
HM 370 ~ ...............................................................3 credits
Hospitality Management
HRM 300 ...............................................................3 credits
Fundamentals of Human Resource Management
HRM 326 ...............................................................3 credits
Employee Development
ISCOM 305 ~ .........................................................3 credits
Systems Operations Management
ISCOM 370 ~ .........................................................3 credits
Strategic Supply Chain Management
LDR 300 ~ ...............................................................3 credits
Innovative Leadership
MGT 317 ~ ...............................................................3 credits
Critical Skills in Management
MGT 401 ...............................................................3 credits
The Small Business: Structure, Planning and Funding
MGT 411 ...............................................................3 credits
Innovative and Creative Business Thinking
MGT 418 ...............................................................3 credits
Evaluating New Business Opportunities
MGT 420 ...............................................................3 credits
Managing Quality in the Supply Chain
MGT 426 ...............................................................3 credits
Managing Change in the Workplace
MKT 445 ~ .............................................................3 credits
Sales, Tools and Strategies
MKT 448 ...............................................................3 credits
Web Analytics for Digital Marketing
OI 361 .................................................................3 credits
Innovation, Design, and Creativity for a Competitive Advantage
OI 370 .................................................................3 credits
Innovation for the 21st Century
MGT 445 ~ .............................................................3 credits
Organizational Negotiations

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MGT

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

• Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
• Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.

• Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

• Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MGT
• Completion of a minimum of 18 credits.
• A minimum grade point average (GPA) of 2.0.
• The certificate awarded for this program will read as: General Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MGT
• Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
• Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
• In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  • The course must have been completed at a regionally approved nationally accredited, or candidate for accreditation, college or university.
  • The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• The following course may not be waived: MGT 498

Organizational Behavior for Managers
This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.

MGT 498 ................................................................. 3 credits

Strategic Management
This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan.

MGT 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 400 ................................................................. 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.

MGT 330 ................................................................. 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.

MGT 340 ................................................................. 3 credits

Finance for Decision Making
This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.

MGT 370 ................................................................. 3 credits

Hospitality Management
This course provides an overview of the fundamental concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of travel and tourism while examining hospitality issues, trends, e-business implications, and operational structures.

MGT 300 ................................................................. 3 credits

Fundamentals of Human Resource Management
This course explores the critical role of human achieving resources in business results. The course will help students to have a solid understanding of the fundamentals of human resource manage-
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.

ISO 305 ..............................................................................3 credits

Strategic Supply Chain Management
This course will provide an overview of the strategic elements and functional relationships within manufacturing and service supply chains. Emphasis is placed on the integration of strategic planning, sourcing, operations, and logistics to achieve a sustainable competitive advantage.

LDR 300 ............................................................................. 3 credits

Innovative Leadership
This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.

MGT 317 ............................................................................... 3 credits

Critical Skills in Management
This course provides students with fundamental knowledge and skills necessary to make important management decisions. This course places emphasis on general managerial knowledge and skills required for effective personal, interpersonal, and group leadership regarding the direction of daily business affairs in a global business environment.

MGT 401 ............................................................................... 3 credits

The Small Business: Structure, Planning and Funding
This course provides an overview of the small business from concept through funding. Emphasis is placed on designing a competitive business model, crafting the business plan, forms of ownership and exploring funding options.

MGT 411 ............................................................................... 3 credits

Innovative and Creative Business Thinking
This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading and projects will span theory and practice and draw upon examples from multiple industry sectors.

MGT 418 ................................................................................... 3 credits

Evaluating New Business Opportunities
This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.

MGT 420 ................................................................................... 3 credits

Managing Quality in the Supply Chain
This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.

MGT 426 ................................................................................... 3 credits

Managing Change in the Workplace
This course provides an overview of methods and techniques required of supervisory and management personnel responsible for managing change. As a result of the course, students will be able to identify and develop strategies for managing the following: organizational aspects of change, including shifts in leadership, reorganizations, working conditions, technologically imposed change and workforce issues. In addition to developing strategies, students will gain expertise in applying communication strategies that effectively deal with change.

MKT 445 ................................................................................... 3 credits

Sales, Tools and Strategies
This course is an examination of the basic principles involved in the sales process, the relationship between sales and marketing, sales force structure, and Customer Relationship Management (CRM). Emphasis is placed on product pricing, managing the sales force, forecasting market demand, and relating sales goals to marketing goals.

MKT 448 ................................................................................... 3 credits

Web Analytics for Digital Marketing
This course prepares students to understand the appropriate web analytics technologies associated with digital marketing and the key performance indicators and metrics used to determine performance. After completion of this course, students will be able to determine appropriate key performance indicators, apply analytics to segmented strategies, create web analytics reports, and understand research and testing in social media analytics.

O & 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.

O & 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,
CERTIFICATE PROGRAMS FOR THE UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS - UNDERGRADUATE

and theories to help propel an organization into the 21st century. Topics will include managing innovation process, organizational culture for innovation, and leadership of innovation.

MGT 445 ................................................................. 3 credits
Organizational Negotiations
This course provides an overview of negotiations in an organizational setting. Students will learn negotiation processes and strategies, the role of stakeholder interests in negotiation, and how to apply these concepts to the workplace. Students will also examine conflict management techniques as well as emerging negotiation trends in globalization and technology.

Project Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Project Management concentration focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas that lead to professional certification.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/PM

MGT 312 ................................................................. 3 credits
Organizational Behavior for Managers
CPMGT 300 ............................................................. 3 credits
Project Management
CPMGT 301 ~ ........................................................... 3 credits
Strategic Portfolio and Project Management
CPMGT 302~ ........................................................... 3 credits
Procurement and Risk Management
CPMGT 303 ~ ........................................................... 3 credits
Project Estimating and Control Techniques
CPMGT 305 ~ ........................................................... 3 credits
Project Management Capstone

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/PM

- Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.

- Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.

- Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/PM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as: Project Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/PM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

- Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

• The following course may not be waived: CPMGT 305

Course Descriptions for the CERT/PM

CPMGT 300 .............................................................................3 credits

Project Management
This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project® software.

CPMGT 301 .............................................................................3 credits

Strategic Portfolio and Project Management
This course provides students with insight into the management of an organization’s strategic project portfolio. Students will learn the value of aligning a project’s goals and objectives with the organization’s strategies and stakeholders’ interests. In addition, this course will illustrate how project teams are used to accomplish continuous improvement and to facilitate change within the organization. Students will also examine the characteristics of global and virtual project management.

CPMGT 302 .............................................................................3 credits

Procurement and Risk Management
This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.

CPMGT 303 .............................................................................3 credits

Project Estimating and Control Techniques
To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.

CPMGT 305 .............................................................................3 credits

Project Management Capstone
This course is the capstone of the project management courses. Students will demonstrate project management skills learned via preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in prior five courses will be integrated and applied to the class project.

Business Administration Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

Required Course of Study for the CERT/BADM

BIS 320 ...................................................................................3 credits

Business Information Systems

CPMGT 300 .............................................................................3 credits

Project Management

ACC 400 ~................................................................................3 credits

Accounting for Decision Making

ISCOM 305 ~............................................................................3 credits

Systems Operations Management

FIN 419 ~..................................................................................3 credits

Finance for Decision Making

MGT 448 ~...............................................................................3 credits

Global Business Strategies

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/BADM

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

• Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.

Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/BADM
- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as: Business Administration (Undergraduate)

Residency Requirements and Course Waivers for the CERT/BADM
- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following course may not be waived: MGT 448

Course Descriptions for the CERT/BADM

BIS 320 ........................................................................ 3 credits

Business Information Systems
This course provides instruction on the use of Business Information Systems. Students apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.

CPMG 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.

ACC 400 ........................................................................ 3 credits

Accounting for Decision Making
This course concentrates on effective decision making as it relates to financial activities in a business enterprise. Course topics will include financial assets, liabilities, equity, business operations, financial management, and financial statement analysis. Students will have the necessary analytical tools to enhance business operations.

ISCOM 305 ........................................................................ 3 credits

Systems Operations Management
This course outlines the main components of effective systems operations management. This includes effectively managing data collection, inventory optimization, operational procedures, information technology resources, and operational components for effective decision making.

FIN 419 ........................................................................ 3 credits

Finance for Decision Making
This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.

MGT 448 ........................................................................ 3 credits

Global Business Strategies
The managers perspective in the fields of international payments, international trade, and investment are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices and effects of multinational enterprises.

Bookkeeping Fundamentals Certificate
(Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bookkeeping Fundamentals Certificate focuses on the role of accounting in business and management. Students will encounter real-world scenarios where they will use accounting information resources and systems, and present conclusions based on account-
ing and business data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the CERT/BKPN**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIS 220 Introduction to Computer Applications and Systems</td>
<td>3</td>
</tr>
<tr>
<td>QNT 275 Statistics for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>BCOM 230 Business Communication for Accountants</td>
<td>3</td>
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<tr>
<td>ACC 290 Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>MGT 230 Management Theory and Practice</td>
<td>3</td>
</tr>
<tr>
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<td>3</td>
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<tr>
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<tr>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>Bookkeeping Fundamentals (Undergraduate)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Admission Requirements for the CERT/BKPN**

Applicants must be at least 16 years of age at the time of application.

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Demonstration of basic skills proficiency in mathematics. Students have the following options to satisfy this requirement:
  - Students must pass the Praxis I exam at the cut score determined by the School of Business (Math - 170).
  - Students must pass the SAT at the cut scores determined by the national benchmark (Mathematics - 480).
  - Students must pass the ACT at the cut scores determined by the national benchmark (Mathematics - 20).
  - Transfer credit may be used by students who have achieved a C- or better in a college algebra or comparable course of at least 2.67 semester credits completed at a regionally or approved nationally accredited institution. Transfer courses used to fulfill this requirement must be eligible to receive general education credit.

- Achieve a passing score eligible for credit on an approved mathematics related National Testing Program.

Current Approved National Testing Programs are:

- **CLEP Examination**
  - College Mathematics
  - College Algebra
  - Precalculus
  - Calculus

- **DANTES Examination**
  - Principles of Statistics
  - Business Mathematics

- **Advanced Placement Examination**
  - Calculus AB
  - Calculus BC
  - Statistics

- Achieve a passing score on the School of Business math readiness exam (MyMathTest Assessment - 70%).
- Successful completion (passing grade) of University of Phoenix mathematics course MAT 116, equivalent or higher.
- New students who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).

**Certificate Completion Requirements for the CERT/BKPN**

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as: Bookkeeping Fundamentals (Undergraduate)

**Residency Requirements and Course Waivers for the CERT/BKPN**

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

**Course Descriptions for the CERT/BKPN**
The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

With the emergence of social media, businesses are recognizing the need to enhance their marketing mix by connecting through digital channels. The digital marketing certificate emphasizes an understanding of digital marketing, social media, Internet marketing, consumer behavior, web analytics, search engine optimization, and advertising and creativity strategy. Upon completion of this certificate students will possess the knowledge and skills necessary to identify demand for products and services and digital marketing strategies.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

### Required Course of Study for the CERT/DMKT

**BIS 220** Introduction to Computer Applications and Systems 3 credits

This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

**QNT 275** Statistics for Decision Making 3 credits

This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display qualitative and quantitative business data, interpret numerical business data using measures of central tendency and dispersion, apply fundamental concepts probability theory for inferential decision making for business, and perform a linear regression for trend analysis.

**BCOM 230** Business Communication for Accountants 3 credits

This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

**ACC 290** Principles of Accounting I 3 credits

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

**MGT 230** Management Theory and Practice 3 credits

This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

**ACC 291** Principles of Accounting II 3 credits

This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

### Digital Marketing Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

With the emergence of social media, businesses are recognizing the need to enhance their marketing mix by connecting through digital channels. The digital marketing certificate emphasizes an understanding of digital marketing, social media, Internet marketing, consumer behavior, web analytics, search engine optimization, and advertising and creativity strategy. Upon completion of this certificate students will possess the knowledge and skills necessary to identify demand for products and services and digital marketing strategies.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

### Required Course of Study for the CERT/DMKT

**MKT 421** Integrated Marketing Strategies 3 credits

This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display qualitative and quantitative business data, interpret numerical business data using measures of central tendency and dispersion, apply fundamental concepts probability theory for inferential decision making for business, and perform a linear regression for trend analysis.

**BCOM 230** Business Communication for Accountants 3 credits

This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

**ACC 290** Principles of Accounting I 3 credits

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

**MGT 230** Management Theory and Practice 3 credits

This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

**ACC 291** Principles of Accounting II 3 credits

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.

**BIS 220** Introduction to Computer Applications and Systems 3 credits

This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

**QNT 275** Statistics for Decision Making 3 credits

This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display qualitative and quantitative business data, interpret numerical business data using measures of central tendency and dispersion, apply fundamental concepts probability theory for inferential decision making for business, and perform a linear regression for trend analysis.

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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.
Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.

Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Nevada, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/DMKT
- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as: Digital Marketing (Undergraduate)

Residency Requirements and Course Waivers for the CERT/DMKT
- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course may not be waived: MKT 498

Course Descriptions for the CERT/DMKT

MKT 421 ................................................................. 3 credits
Marketing

This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues.

MKT 440 ............................................................... 3 credits
Fundamentals of Digital Marketing

This course provides a high-level view of the impact of technology on the marketing of goods and services. After completion of this course, students will be able to understand the structure of the Internet, compare and contrast strengths and weaknesses of various digital marketing tools, identify common terminology used in digital marketing, analyze ethical issues in public presentation of information, and evaluate the integration of digital media into a marketing plan.

MKT 498 ............................................................... 3 credits
Integrated Marketing Strategies

This course provides students with an in depth study of Integrating Marketing Communications (IMC). Emphasis will be placed on strategic roles and the integration of marketing communication tools including advertising, public relations, sales, promotion, event management, media selection, and marketing management.

MKT 435 ............................................................... 3 credits
Consumer Behavior

This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs.

MKT 443 ............................................................... 3 credits
Social Media Marketing

The course provides an opportunity for students to examine social networks, social media, and online advertising techniques. After completion of this course, students will be able to identify interactive marketing opportunities, understand the use of social media marketing on customer loyalty, apply social media tactics to the appropriate target market, and apply concepts of micropayments in social media setting.

MKT 446 ............................................................... 3 credits
Search Engine Optimization

This course will provide students with the tools to apply concepts used in search engine optimization. After completion of this course, students will be able to design an architecture, keyword search and competitive analysis, create website building strategies, techniques and tools to enhance search results, and optimize mobile content to enhance website visibility.

MKT 447 ............................................................... 3 credits
Advertising and Creativity Strategy

This course provides an overview of advertising in the context of integrated marketing. Topics include the development of advertising objectives, creative guidelines, media selection and scheduling, budgeting, and performance evaluation.

MKT 448 ............................................................... 3 credits
Web Analytics for Digital Marketing

This course prepares students to understand the appropriate web analytics technologies associated with digital marketing and the key performance indicators and metrics used to determine performance. After completion of this course, students will be able to determine appropriate key performance indicators, apply analytics
Program is available via the Online modality in their state. Please contact

Students must choose 3 of the following:

- Portfolio management
- Retirement and benefit planning
- Areas of personal finance planning, investment analysis and
  advanced financial planning concepts, theories, and practices to

The Finance Planning certificate emphasizes fundamental and
advanced financial planning concepts, theories, and practices to
promote well-informed personal financial decision making. Upon
completion of this program, students will be able to examine the
areas of personal finance planning, investment analysis and
portfolio management, retirement and benefit planning, and
insurance planning. Students will integrate advanced topics in
financial planning through practical application.

Courses requiring prerequisites are identified by a ~ symbol
following the course number.

**Required Course of Study for the CERT/FINP**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 370</td>
<td>3 credits</td>
</tr>
<tr>
<td>Finance for Business</td>
<td></td>
</tr>
<tr>
<td>FIN 420 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Personal Financial Planning</td>
<td></td>
</tr>
<tr>
<td>FIN 486 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Strategic Financial Management</td>
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</tr>
</tbody>
</table>

**Students must choose 3 of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 366 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Financial Institutions</td>
<td></td>
</tr>
<tr>
<td>FIN 402 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Investment Fundamentals and Portfolio Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>FIN 467 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Real Estate Investment</td>
<td></td>
</tr>
<tr>
<td>FIN 422 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Retirement and Benefit Planning</td>
<td></td>
</tr>
<tr>
<td>FIN 428 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Insurance for Financial Planning</td>
<td></td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the CERT/FINP**

- High school graduation from an institution that holds state
  approval to confer high school diplomas or are accredited or a
  candidate for accreditation at the time the student attended by
  an acceptable accrediting body, GED certificate or CHSPE
  (California High School Proficiency Examination) certificate.
- Applicants attending a local campus in South Carolina must
  submit a copy of their high school diploma, high school
  transcript with graduation posted, GED certificate, GED
  transcript with successful completion posted, CHSPE
  examination results or a letter on letterhead from the high
  school records office confirming the date of graduation. Students
  may submit an Associate Degree posted transcript in lieu of the high school
documentation. This may include a copy of a transcript or degree verification
information from the institution’s student website.
- Applicants attending a local campus in Nevada must submit
  a copy of their high school diploma, high school transcript
  with graduation posted, GED certificate, GED transcript
  with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Students residing in Tennessee who are attending classes via
  the Online modality and students attending a local campus
  in Tennessee, including from any cross-border locations
  must provide the university with an official High School
  transcript or official GED score (if applicable). A college
  transcript which documents high school date of completion
  or a copy of a DD-214 showing high school graduation or
  equivalency may be submitted to satisfy this requirement.
- Applicants must have access to a suitable work environment for
  the completion of course assignments.

**Certificate Completion Requirements for the CERT/FINP**

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as:
  Financial Planning (Undergraduate)

**Residency Requirements and Course Waivers for the CERT/ FINP**

- Students must meet established University residency
  requirement for certificate conferral. The University requires
  that the majority of coursework, 15 credits in the Required
  Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits
  from their required course of study on the basis of regionally or
  approved nationally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the
  Required Course of Study, a student must have completed a
  previous course which meets the following criteria:
The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Graduate Human Resource Management Certificate Program addresses issues which the human resource professional faces daily, from legal matters to staff recruitment and development. This program is designed for those who have functional responsibili ty to carry out the duties of an organization’s human resource department; seasoned human resource staff members wishing to keep current; newcomers to the field requiring new knowledge and skills; and specialists wanting to broaden their knowledge. Major topic areas covered include the role of human resources, employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development. Participants acquire knowledge and skills that are essential in addressing the challenges of the human resource profession.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/g-hrm.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the G-HRM
HRM 546 .......................................................... 3 credits  
Human Resource Law
HRM 548 .......................................................... 3 credits  
Recruitment and Retention Practices
HRM 552 .......................................................... 3 credits  
Organizational Training and Development
HRM 558 .......................................................... 3 credits  
Research in Human Resource Management
HRM 595 .......................................................... 3 credits  
Human Resource Capstone Course

The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.

The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course may not be waived: HRM 595

Human Resource Law

This course prepares human resource managers to comply with human resource laws and regulations across all jurisdictions. Students learn how to manage human resource functions within a regulatory environment. Other topics include laws and regulations related to the following: workforce planning and employment; human resource development activities, compensation and benefits, labor relations, and workplace safety.

HRM 548 .......................................................... 3 credits

Recruitment and Retention Practices

This course prepares students to evaluate and develop a workforce to attain organizational goals. Students learn to develop total reward strategies that attract and retain the best employees. Other topics include recruitment strategies, workforce planning and assessment, relocation practices, right sizing, compensation, and performance management.

HRM 552 .......................................................... 3 credits

Organizational Training and Development

This course applies development and training concepts to enhance organizational performance. Students develop an employee engagement strategy. Other topics include training program development & delivery, employee relations, organizational development theories and applications, behavioral issues, and performance management.

HRM 558 .......................................................... 3 credits

Research in Human Resource Management

This course applies research methods to human resource functions. Students learn to use quantitative analysis and secondary research to recruit and select employees to meet organizational goals. Other topics include forecasting, evaluation of selection tests, application of selection tests, interviewing techniques, techniques to assess training program effectiveness, job evaluation methods, and external labor market analysis.

HRM 595 .......................................................... 3 credits

Human Resource Capstone Course

This content area capstone course applies human resource concepts to improve organizational effectiveness within the framework of employment laws and regulations. Students apply existing professional standards and theories to human resource management. Other topics include the alignment of human resource strategy with the organization, global workforce planning, career and leadership development, and performance analysis and appraisal.

Graduate Accounting Certificate
The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

Students in the Graduate Accounting Certificate will develop an understanding of accounting concepts and applications. Students will also become competent in the use of appropriate analytical tools and technologies. They will be sensitive to legal, ethical, and social values in the conduct and communication of accounting practice and decisions. In addition, students will have an understanding of a portion of the topics required in preparation for the CPA exam: Audit & Attestation, Financial Accounting & Reporting, Regulation, and Business Environment & Concepts.

The Graduate Accounting Certificate is designed for students who want to enhance their accounting management skills, enter the accounting profession, or complete additional coursework required for the CPA exam.

While completing this certificate program, students who may be planning to take the CPA exam will utilize CPA Test Preparation software in conjunction with their course work.

Note: Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student’s specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine if this program, combined with their undergraduate degree and any other specific criteria, meets the requirements to qualify for examination in their specific jurisdiction. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction's requirements will be consistent with the requirements at the time of admission.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/g-acc.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the G-ACC**

- **COM 530** .......................................................... 3 credits
- **Communications for Accountants**
- **ACC 537** .......................................................... 3 credits
- **Financial Accounting**
- **ACC 541** .......................................................... 3 credits
- **Accounting Theory and Research**
- **Students must select 3 courses from the following list:**
  - **ACC 542** .......................................................... 3 credits
  - **Accounting Information Systems**
  - **ACC 543** .......................................................... 3 credits

**Managerial Accounting & Legal Aspects of Business**

- **ACC 544** .......................................................... 3 credits
- **Internal Control Systems**
- **ACC 545** .......................................................... 3 credits
- **Financial Reporting**
- **ACC 546** .......................................................... 3 credits
- **Auditing**
- **ACC 547** .......................................................... 3 credits
- **Taxation**
- **ACC 548** .......................................................... 3 credits
- **Not-for-Profit & Government Accounting**
- **ACC 556** .......................................................... 3 credits
- **Forensic Accounting**
- **ACC 557** .......................................................... 3 credits
- **Accounting Ethics**
- **ETH 557** .......................................................... 3 credits

**Accounting Ethics**

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the G-ACC**

All applicants to this certificate program are expected to meet the following additional admission requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

**Certificate Completion Requirements for the G-ACC**

Credit Bearing Certificate completion requirements are the following:

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- Students who complete the Graduate Accounting Certificate and wish to enroll in the MSA program can apply courses towards the MSA program requirement.

The certificate awarded for this program will read as: Graduate Accounting

**Residency Requirements and Course Waivers/Competency for the G-ACC**

Completion of a minimum of 12 credit of the required course of study to meet University residency requirements.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Students who have completed graduate UOPX course work that meets the requirements for the Graduate Accounting Certificate, may apply credits earned. However, students must still meet program residency requirements.
In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a "B" (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Accounting Theory & Research (ACC 541) may not be waived.

Competency Course Satisfaction for the G-ACC

Eligible students may satisfy the two competency courses: (ACC 537, COM 530) using one of the following methods:

- Six (6) semester credits of upper-division undergraduate coursework or three (3) semester credits of graduate coursework in financial accounting that meets the following requirements will satisfy ACC 537:
  - The coursework must have been completed at a regionally or approved nationally accredited, foreign equivalency, or candidate for accreditation, college or university.
  - The coursework must have been completed with a C- or better, within the past ten (10) years of application to the University.
  - A Competency Waiver Request Form must be submitted listing six semester credits of upper division undergraduate coursework or three semester credits of graduate coursework and the competency courses requested to be satisfied as some students may wish to complete one or more of the competency courses to improve their ability to succeed in this certificate program.

- Six (6) semester credits of upper-division undergraduate coursework or three (3) semester credits of graduate coursework in communications that meets the following requirements will satisfy COM 530:
  - The coursework must have been completed at a regionally or approved nationally accredited, foreign equivalency, or candidate for accreditation, college or university.
  - The coursework must have been completed with a C- or better, within the past ten (10) years of application to the University.
  - A Competency Waiver Request Form must be submitted listing six semester credits of upper division undergraduate coursework or three semester credits of graduate coursework and the competency courses requested to be satisfied as some students may wish to complete one or more of the competency courses to improve their ability to succeed in this certificate program.

Course Descriptions for the G-ACC

COM 530 .......................................................................................... 3 credits
Communications for Accountants
In this course, students examine principles and practices of group communication in the context of the organization. Topics include an overview of group communication, culture and conflict, group formation, influence in organizational communication, organizational change, formal communications, and public communications.

ACC 537 .......................................................................................... 3 credits
Financial Accounting
In this course, students are introduced to the basic concepts and methods used in corporate financial statements for information of investors and other interested external parties. Topics include University of Phoenix tools, basic accounting concepts, financial statements, inventory and fixed assets, present value of bonds and stockholders' equity, statement of cash flows, and error correction and accounting changes.

ACC 541 .......................................................................................... 3 credits
Accounting Theory & Research
This is the first core course in the Master of Science in Accounting (MSA). In this course, students apply accounting research tools to current accounting issues. Other topics include research of accounting questions related to: inventory, fixed assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder's equity, and a program overview.

ACC 542 .......................................................................................... 3 credits
Accounting Information Systems
In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.

ACC 543 .......................................................................................... 3 credits
Managerial Accounting & Legal Aspects of Business
In this course, students examine managerial accounting as part of the business's accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.

ACC 544 .......................................................................................... 3 credits
Internal Control Systems
In this course, students gain a broad perspective of accounting and control that considers attainment of all goals of the organization, including those concerned with financial objectives. Topics include an overview of control, risk management, internal control systems, controls for current asset functions, controls for other accounting classifications, controls for information technology systems, and reporting on controls.

ACC 545 .......................................................................................... 3 credits
Financial Reporting
This course prepares students to address concepts of financial reporting for roles as CPAs. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, cash flow statements, balance sheet prepara-
tion, restructuring of troubled debt, and the intricacies of comprehensive income.

ACC 546 .................................................................................. 3 credits

Auditing

In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor’s role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.

ACC 547 .................................................................................. 3 credits

Taxation

In this course, students develop an understanding of the taxation of business entities and the individuals who own those entities. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S-corporations and partnerships.

ACC 548 .................................................................................. 3 credits

Not-for-Profit & Government Accounting

In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.

ACC 556 .................................................................................. 3 credits

Forensic Accounting

In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.

ACC 557 .................................................................................. 3 credits

Accounting Ethics

In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.

ETH 557 .................................................................................. 3 credits

Accounting Ethics

In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.

Graduate Marketing Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

Students in the Marketing Certificate program will develop an understanding of marketing concepts and applications. Students will develop and communicate innovative approaches to stakeholders in a socially responsible manner and will be well positioned for several professionally recognized marketing certification exams. The Marketing Certificate is designed for students who want to enhance their marketing skills, enter the marketing profession, or complete additional coursework required for several professionally recognized marketing certification exams.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/g-mkt.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the GMKT

MKT 571 .................................................................................. 3 credits
Marketing

MKT 544 ~ .............................................................................. 3 credits
Integrated Marketing Communications

MKT 554 ~ .............................................................................. 3 credits
Consumer Behavior

MKT 552 ~ .............................................................................. 3 credits
Technology Applications and e-Marketing

MKT 562 ~ .............................................................................. 3 credits
Advanced International Marketing

MKT 593 ~ .............................................................................. 3 credits
Product Design and Development

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the GMKT

All applicants to this program are expected to meet the following additional admission requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- Applicants must have access to a suitable work environment for the completion of course assignments.

- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Certificate Completion Requirements for the GMKT

Credit Bearing Certificate completion requirements are the following:

- Completion of a minimum of 18 credits.

- A minimum grade point average (GPA) of 3.0.

- The certificate awarded for this program will read as: Graduate Marketing.

Residency Requirements and Course Waivers for the GMKT

Completion of a minimum of 12 credit of the required course of study to meet University residency requirements.
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students who have completed graduate University of Phoenix course work that meets the requirements for this certificate, may apply credits earned. However, students must still meet program residency requirements.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course in the Required Course of Study may not be waived: MKT 593

Course Descriptions for the GMKT

MKT 571 .............................................................. 3 credits
Marketing
This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

MKT 544 .............................................................. 3 credits
Integrated Marketing Communications
This course prepares students to apply integrated marketing communications as part of a strategic marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.

MKT 554 .............................................................. 3 credits
Consumer Behavior
This course prepares students to apply buyer behavior theories in the marketplace. Students evaluate how demographic, psychological, and socio-cultural issues contribute to buyer behavior. Topics include consumer preference, brand perception, attitude formation, persuasion, motivation, and consumer protection.

MKT 552 .............................................................. 3 credits
Technology Applications and e-Marketing
This course prepares students to integrate technology in marketing functions. Students design the organization and content of a website to accomplish one or more marketing objectives. Topics include basics of the World Wide Web, bandwidth, servers and storage, e-Marketing, e-Commerce, and targeting customers.

MKT 562 .............................................................. 3 credits
Advanced International Marketing

This course prepares students to develop and manage a marketing strategy in an international business environment. Students evaluate case studies of previous product launches and current research to create a launch strategy for a specific country. Topics include distribution systems, socio-cultural perspectives, business customs, product and service adaptations, and pricing issues.

MKT 593 .............................................................. 3 credits

Product Design and Development
In this content area capstone course students design an innovative product or service that satisfies an unmet consumer need. Students use research methods to identify opportunities or new product features that reflect the latest market trends. Topics include market environmental analysis, marketing strategy, the marketing process, product development, ethics and social responsibility, innovation and diffusion, pricing strategy, and strategic marketing issues.

Graduate Project Management Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

Students in the Graduate Project Management Certificate program will develop an understanding of project management concepts, applications, and the five processes that define project management. Students will collaboratively create an organizational project plan using Microsoft Project® software. The concentration is based on standards as tested by the Project Management Professional (PMP) certification examination. The Graduate Project Management Certificate program is designed for students who want to enhance their project management skills, become project managers, or complete additional coursework in preparation for Project Management Professional (PMP) certification.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the G-PM

MGT 521 .............................................................. 3 credits
Management

PM 571 ~ .............................................................. 3 credits
Project Management

PM 582 ~ .............................................................. 3 credits
Project Leadership

PM 584 ~ .............................................................. 3 credits
Project Risk Management

PM 586 ~ .............................................................. 3 credits
Project Quality Management

PM 598 ~ .............................................................. 3 credits
Project Management Capstone

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the G-PM
A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each College.

All applicants are expected to meet the following admissions requirements:
- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e. JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Certificate Completion Requirements for the G-PM
Credit Bearing Certificate completion requirements are the following:
- Completion of a minimum of 18 credits.
- All students must meet residency requirements.
- A minimum grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Graduate Project Management

Residency Requirements and Course Waivers for the G-PM
Completion of a minimum of 15 credits of the required course of study to meet University residency requirements. Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students who have completed graduate University of Phoenix coursework that meets the requirements for this certificate, may apply credits earned. However, students must still meet program residency requirements.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: MGT 521, PM 586.

Course Descriptions for the G-PM
MGT 521 ........................................................................................................3 credits
Management
This course applies the tools available to University of Phoenix graduate students and the competencies of successful managers to understand the functions of business. Students learn their own perceptions and values to communicate more effectively with others. Other topics include MBA program goals, argument construction, decision making, collaboration, and academic research.
PM 571 ........................................................................................................3 credits

Project Management
This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.
PM 582 ........................................................................................................3 credits

Project Leadership
This course prepares students to lead a project to successful conclusion. Students will create a plan to lead change during project execution. Other topics include integrated change control, work breakdown structures, human resource planning, performance reporting, managing stakeholders, negotiation, conflict resolution, and cultural diversity.
PM 584 ........................................................................................................3 credits

Project Risk Management
This course applies risk management concepts to project execution. Students will create contingency plans for a project. Other topics include risk identification, qualitative analysis, quantitative analysis, response planning, monitoring & control, and proactive planning.
PM 586 ........................................................................................................3 credits

Project Quality Management
This course applies quality control techniques to project development and implementation. Students will create a continuous quality improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.
PM 598 ........................................................................................................3 credits

Project Management Capstone
In this concentration capstone course, students will design a project to meet an organizational need. Students will collaboratively create a project plan using Microsoft® Project software. Other topics include Project Management Professional (PMP) certification preparation.
Environmental Sustainability Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This certificate provides an overview of sustainable practices and applications from the environmental science perspective. Current and historical environmental issues are evaluated by examining the impact these issues have on society and the environment. Sustainable practices are analyzed to determine the relevant course of action for environmental management. This certificate program is comprised of five categories: energy, business, agriculture, architecture and green materials, and sustainable ecosystems.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the SUS

SUS 300 Environmental Sustainability ................................................................. 3 credits
ENV 340 Energy and the Environment ................................................................. 3 credits
SUS 330 Introduction to Sustainable Agriculture .................................................. 3 credits
SUS 310 Industrial Ecology .................................................................................. 3 credits
SUS 350 Green Building and Urban Planning ..................................................... 3 credits
SUS 370 Sustainable Ecosystems ........................................................................ 3 credits
SUS 380 Sustainable Planning and Land Use ....................................................... 3 credits
SUS 385 Sustainable Ocean Use ......................................................................... 3 credits

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the SUS

All applicants are expected to meet the following admissions requirements:

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

• Applicants must be currently employed or have access to a work environment.

Certificate Completion Requirements for the SUS

• Completion of the Required Course of Study.
• A minimum grade point average (GPA) of 2.0.
• All students must complete the minimum number of credits required by their certificate program.
• The certificate awarded will read as: Environmental Sustainability

Residency Requirements and Course Waivers for the SUS

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 18 credits in the Required Course of Study, must be completed at University of Phoenix.

Students enrolled in this certificate program may not waive any courses within the Required Course of Study.

Course Descriptions for the SUS

SUS 300 Environmental Sustainability ................................................................. 3 credits

Environmental Sustainability

Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and energy efficient home or building design.

ENV 340 Energy and the Environment ................................................................. 3 credits

Energy and the Environment

This course will introduce topics covering a wide variety of alternative energy sources, the need for renewable energy, as well as the problems associated with them. Energy sources will include oil, coal, natural gas, hydroelectric, nuclear, wind, solar, geothermal, tidal, and biofuels.

SUS 330 Introduction to Sustainable Agriculture .................................................. 3 credits

Introduction to Sustainable Agriculture

This course introduces principles in sustainable agriculture as it relates to environmental and socioeconomic issues. Students evaluate the environmental impact of conventional agriculture, and the solutions that sustainable agriculture provides. Students examine the principles and effectiveness of sustainable agriculture and its ability to meet the global demand for food. Upon completion of the course, students are able to analyze issues regarding sustainable agriculture and its effects on society and the environment.

SUS 310 Industrial Ecology .................................................................................. 3 credits

Industrial Ecology

This course introduces students to the field of industrial ecology. Students examine the interaction of industrial activities and the management of resources to minimize the negative impact on the environment due to these activities through the promotion of sus-
tainedability. Emphasis is placed on the flow of materials and energy through industrial and technological systems. Topics include technology and society, sustainability, biological and industrial ecology, cost analysis, and life-cycle assessment.

SUS 350 ............................................................................................... 3 credits

Green Building and Urban Planning
This course introduces students to the practices of green building design and urban planning. Students examine the principles of green building with a focus on land use and urban design and development. Upon completion of the course, students are able to evaluate sustainable design considerations, including economic analysis, environmental policies and strategies, land and energy usage, resource and waste reduction, transportation, and urbanization.

SUS 370 ............................................................................................... 3 credits

Sustainable Ecosystems
In this course, students evaluate the principles of sustainable practices in aquatic and terrestrial environments. Students analyze the factors that govern ecosystems sustainability which include density-dependent regulations, mechanisms of biodiversity, invasive species, and equilibrium dynamics. The impact of human activities and management practices on the environment is examined. Emphasis is placed on applying ecological theory to restore and manage habitats and populations.

SUS 380 ............................................................................................... 3 credits

Sustainable Planning and Land Use
In this course, students evaluate strategies that lead to the promotion of sustainable development, planning, and land use. Students develop a sustainable land use plan for natural and human-dominated landscapes and its impact on socioeconomic issues. Upon completion of the course, students are able to apply management strategies and relevant land use practices to achieve sustainability.

SUS 385 ............................................................................................... 3 credits

Sustainable Ocean Use
In this course, students evaluate the principles of sustainable ocean use. Students analyze the environmental and economic role of the oceans. The sources and impact of ocean environmental degradation are examined. Topics include fisheries, aquaculture, natural resources and uses, and pollution. Sustainable management practices are analyzed by examining global environmental policies and regulations.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF SOCIAL SCIENCES

Human Services Management Certificate
The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The undergraduate Certificate Program in Social Services Management is comprised of 4 fundamental courses that provide a foundation for the more specialized courses in management within the social services arena and an additional 4 courses focused on organizational management and grant writing. Students will learn the components of indirect services associated with systematic delivery of direct social services, and to employ management practices to inspect, distinguish, and measure the important attributes of program management and supervision. Concepts of strategic planning, organizing and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/HSM
BSHS 305 ~ ............................................................................................... 3 credits

BSHS 325 ~ ............................................................................................... 3 credits

BSHS 335 ~ ............................................................................................... 3 credits

BSHS 345 ~ ............................................................................................... 3 credits

BSHS 425 ~ ............................................................................................... 3 credits

BSHS 426 ~ ............................................................................................... 3 credits

BSHS 427 ~ ............................................................................................... 3 credits

BSHS 428 ~ ............................................................................................... 3 credits

Critical Thinking Skills in Management Decision Making
Human Services Program Design & Proposal Writing

The University reserves the right to modify the required course of study.

General Information for the CERT/HSM
This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding “Certificate Track” bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the CERT/HSM
All applicants are expected to meet the following admissions requirements:
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
• Applicants must have completed and earned 24 or more previous college credits, as verified by the university on the student’s official transcripts.
• Applicants must demonstrate competency in College Writing. Students have the following options to satisfy this requirement:
  • Successful completion (passing grade) of University of Phoenix course COMM 215, equivalent or higher.
  • Transfer credit may be used by students who have achieved a C- or better in a college writing or comparable course of at least 2.67 semester credits completed at a regionally or approved nationally accredited institution. Transfer courses used to fulfill this requirement must be eligible to receive general education credit.
  • Achieve a passing score on the College Composition CLEP exam.

En-Route Matriculation Benchmark for the CERT/HSM
• Students enrolled in the Bachelor of Science in Human Services Concentration in Management (Certificate Track) program may earn a certificate in Human Services Management en route to completing the bachelors degree.
• To earn the certificate en-route, students must be admitted to the BSHS/MC Certificate Track program and have satisfactorily completed the prescribed 24 credits of certificate required courses.

Certificate Completion Requirements for the CERT/HSM
• Completion of a minimum of 24 credits.
• A minimum grade point average (GPA) of 2.0.
• All students must complete the minimum number of credits required by their certificate program.
• The certificate awarded for this program will read as: Human Services Management

Residency Requirements and Course Waivers for the CERT/HSM
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived: BSHS 305, BSHS 325, BSHS 335, BSHS 345

Course Descriptions for the CERT/HSM
BSHS 305 .................................................................................. 3 credits

Historical Development of Human Services: An Introduction
In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker’s investment in the multidimensional field. Students will complete Module 1 of the MHF training.

BSHS 325 .................................................................................. 3 credits

Human Systems and Development
Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes affecting both developmental and social change. Students will complete Module 8 of the MHF training.

BSHS 335 .................................................................................. 3 credits

Ethics and Values for Human Service Professionals
In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information.

BSHS 345 .................................................................................. 3 credits

Diversity and Special Populations

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The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general. Students will complete Module 9 of the MHF training.

BSHS 425 ..................................................................................3 credits

Administration & Management of Human Service Programs
Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building.

BSHS 426 ..................................................................................3 credits

Human Services Management: Theory & Practice
This course traces the historical context of human services management as it relates to current theory and practice. Students will examine strategies for managing an integrated, diverse workforce and prepare to be generalists, understanding the scope of leading an organization with commonly encountered agency pressures. Students will employ learned management practices to inspect, distinguish, and measure the important attributes of program management and supervision. By demonstrating a basic understanding of organizational behavior and the challenges of embracing workforce diversity, dynamic systems change, performance evaluation and effective communication with a range of Para-professional and professionals, students will explore their roles as managers in the growing human services field.

BSHS 427 ..................................................................................3 credits

Critical Thinking Skills in Management Decision Making
This course will familiarize students with strategies related to making sustainable decisions. Techniques used to make decisions, solve problems and lead environments will be explored. Concepts of strategic planning, organizing and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Specific details to human services are considered and methods for service delivery to needs-based populations and the workers who serve in this capacity. Students are introduced to, and will demonstrate understanding of, the Six Sigma elements and five-step approach for process improvement.

BSHS 428 ..................................................................................3 credits

Human Services Program Design & Proposal Writing
This course introduces students to the purposes, challenges and benefits of program design and grant writing. Students will review components of each and conduct a needs assessment and develop a business case for implementation on program design. Special attention will be given to research for finding available funding sources and how to form important partnerships. Students explore the methods of research using quantitative, qualitative and mixed-method program design concepts. Students will examine concepts of logic models and their impact on people, processes, and conditions related to program design. Using a specific framework, learners will uncover funding possibilities and use tools to prepare for the rigor related with grant writing. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.

Gerontology Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The undergraduate Certificate Program in Human Services Gerontology is comprised of 4 fundamental courses that provide a foundation for more specialized courses within this human services area, and an additional 4 courses focused on the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/

Course work requiring prerequisites are identified by a ∼ symbol following the course number.

Required Course of Study for the CERT/GER

BSHS 305 ~ ...............................................................................3 credits

Historical Development of Human Services: An Introduction

BSHS 325 ~ ...............................................................................3 credits

Human Systems and Development

BSHS 335 ~ ...............................................................................3 credits

Ethics and Values for Human Service Professionals

BSHS 345 ~ ...............................................................................3 credits

Diversity and Special Populations

BSHS 435 ~ ...............................................................................3 credits

Research & Statistics in Human Services

BSHS 437 ~ ...............................................................................3 credits

Social Systems and Aging

BSHS 438 ~ ...............................................................................3 credits

Care for Aging Populations
General Information for the CERT/GER

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelor programs.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the CERT/GER

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have completed and earned 24 or more previous college credits, as verified by the university on the student’s official transcripts.
- Applicants must demonstrate competency in College Writing.
  Students have the following options to satisfy this requirement:
  - Successful completion (passing grade) of University of Phoenix course COMM 215, equivalent or higher.
  - Transfer credit may be used by students who have achieved a C- or better in a college writing or comparable course of at least 2.67 semester credits completed at a regionally or approved nationally accredited institution. Transfer courses used to fulfill this requirement must be eligible to receive general education credit.
- Achieve a passing score on the College Composition CLEP exam.
- Applicants must demonstrate competency in College Mathematics.
  Students have the following options to satisfy this requirement:
  - Successful completion (passing grade) of University of Phoenix mathematics course MTH 209, equivalent or higher.
  - Transfer credit may be used by students who have achieved a C- or better in a college mathematics or comparable course of at least 2.67 semester credits completed at a regionally or approved nationally accredited institution. Transfer courses used to fulfill this requirement must be eligible to receive general education credit.
- Achieve a passing score on the College Mathematics CLEP exam.

En-Route Matriculation Benchmark for the CERT/GER

- Students enrolled in the Bachelor of Science in Human Services Concentration in Gerontology (Certificate Track) program may earn a certificate in Gerontology en route to completing the bachelors degree.
- To earn the certificate en-route, students must be admitted to the BSHS/GERC Certificate Track program and have satisfactorily completed the prescribed 24 credits of certificate required courses.

Certificate Completion Requirements for the CERT/GER

- Completion of a minimum of 24 credits.
- A minimum grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as: Gerontology

Residency Requirements and Course Waivers for the CERT/GER

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived: BSHS 305, BSHS 325, BSHS 335, BSHS 345

Course Descriptions for the CERT/GER

- BSHS 305 ................................................................................. 3 credits
  **Historical Development of Human Services: An Introduction**
  In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change ini-

- BSHS 325 ................................................................................. 3 credits
  **Grief, Loss and End of Life Issues**
  The University reserves the right to modify the required course of study.
tiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker’s investment in the multidimensional field. Students will complete Module 1 of the MHF training.

**BSHS 325** .................................................................................3 credits

**Human Systems and Development**

Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes affecting both developmental and social change. Students will complete Module 8 of the MHF training.

**BSHS 335** .................................................................................3 credits

**Ethics and Values for Human Service Professionals**

In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information.

**BSHS 345** .................................................................................3 credits

**Diversity and Special Populations**

The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general. Students will complete Module 9 of the MHF training.

**BSHS 345** .................................................................................3 credits

**Research & Statistics in Human Services**

This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.

**BSHS 439** .................................................................................3 credits

**Social Systems and Aging**

This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the effects on retirement, demographic changes, political sustainability of social programs for the aging, institutional settings and labor supply. Students will define and measure population aging by comparing and contrasting U.S. data with other countries by exploring elderly dependency and age-dependency ratios. Additional topics for discussion and demonstrated understanding by students include: the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology.

**BSHS 438** .................................................................................3 credits

**Care for Aging Populations**

The course is an exploration of various living environments for aging and elderly including retirement communities, living with relatives and/or children, independency, assisted living, the goodness-of-fit between lifestyle and housing, and managing long-term care. Students will demonstrate knowledge of segregated versus age-integrated residential settings and the impact on residents. An in-depth investigation of care-related issues across the growing aging population will include topics such as chronic illness, subsidized and un-subsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a team approach to the development of intervention plans, strategies of care, and implementation.

**BSHS 439** .................................................................................3 credits

**Grief, Loss and End of Life Issues**

In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional/psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24/7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict.

**Family and Child Services Certificate**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The undergraduate Certificate Program in Human Services Family and Child Services is comprised of 4 fundamental courses that pro-
vide a foundation for more specialized courses within this human services area, and an additional 4 courses focused on developing competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems, and will demonstrate an understanding of assessment strategies, consequences and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children’s Justice Act addressing investigation, prosecution and judicial handling of abuse and neglect cases. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the CERT/FCS**

- **BSHS 305** ~ Historical Development of Human Services: An Introduction
- **BSHS 325** ~ Human Systems and Development
- **BSHS 335** ~ Ethics and Values for Human Service Professionals
- **BSHS 345** ~ Diversity and Special Populations
- **BSHS 405** ~ Intervention, Direct Service Delivery & Case Management
- **BSHS 406** ~ Family and Social Systems: Contemporary Trends and Issues
- **BSHS 407** ~ Family Violence Across the Lifespan: A Multi-Strata Problem
- **BSHS 408** ~ Childhood Abuse and Neglect

The University reserves the right to modify the required course of study.

**General Information for the CERT/FCS**

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

**Additional Admission Requirements for the CERT/FCS**

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body. GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have completed and earned 24 or more previous college credits, as verified by the university on the student’s official transcripts.
- Applicants must demonstrate competency in College Writing. Students have the following options to satisfy this requirement:
  - Successful completion (passing grade) of University of Phoenix course COMM 215, equivalent or higher.
  - Transfer credit may be used by students who have achieved a C- or better in a college writing comparable course of at least 2.67 semester credits completed at a regionally approved nationally accredited institution. Transfer courses used to fulfill this requirement must be eligible to receive general education credit.
  - Achieve a passing score on the College Composition CLEP exam.

**En-Route Matriculation Benchmark for the CERT/FCS**

- Students enrolled in the Bachelor of Science in Human Services Concentration in Family and Child Services (Certificate Track) program may earn a certificate in Family and Child Services en-route to completing the bachelors degree.
- To earn the certificate en-route, students must be admitted to the BSHS/FCSC Certificate Track program and have satisfactorily completed the prescribed 24 credits of certificate required courses.

**Certificate Completion Requirements for the CERT/FCS**

- Completion of a minimum of 24 credits.
- A minimum grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as: Family and Child Services

**Residency Requirements and Course Waivers for the CERT/FCS**

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix. Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally approved nationally accredited, or candidate for accreditation, college or university.
The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.

The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived: BSHS 305, BSHS 325, BSHS 335, BSHS 345, BSHS 405

Course Descriptions for the CERT/FCS

BSHS 305 .................................................................3 credits

Historical Development of Human Services: An Introduction
In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker’s investment in the multidimensional field. Students will complete Module 1 of the MHF training.

BSHS 325 .................................................................3 credits

Human Systems and Development
Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes effecting both developmental and social change. Students will complete Module 8 of the MHF training.

BSHS 335 .................................................................3 credits

Ethics and Values for Human Service Professionals
In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information.

BSHS 345 .................................................................3 credits

Diversity and Special Populations
The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general. Students will complete Module 9 of the MHF training.

BSHS 405 .................................................................................3 credits

Intervention, Direct Service Delivery & Case Management
This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to access resources, use consultation, and make referrals. Students will complete Module 16 of the MHF training.

BSHS 406 .................................................................................3 credits

Family and Social Systems: Contemporary Trends and Issues
Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed.

BSHS 407 .................................................................................3 credits

Family Violence Across the Lifespan: A Multi-Strata Problem
This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review. Students will demonstrate an understanding of assessment strategies, consequences and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the movement to end family violence.

BSHS 408 .................................................................................3 credits

Childhood Abuse and Neglect
This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working
within the criminal justice system and the tenets of the Children’s Justice Act addressing investigation, prosecution and judicial handling of abuse and neglect cases. Areas of focus involve various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.

**Addictions Certificate**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The undergraduate Certificate Program in Human Services Addictions is comprised of 4 fundamental courses that provide a foundation for more specialized courses within this human services area, and an additional 4 courses focused on the roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis. Cardinal characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the CERT/ADD**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BSHS 305</td>
<td>History of Development of Human Services: An Introduction</td>
<td>3</td>
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<tr>
<td>BSHS 325</td>
<td>Human Systems and Development</td>
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<td>BSHS 335</td>
<td>Ethics and Values for Human Service Professionals</td>
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<td>BSHS 345</td>
<td>Diversity and Special Populations</td>
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<td>BSHS 455</td>
<td>Working With Addictions</td>
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<td>BSHS 456</td>
<td>Addiction Interventions for Human Service Workers</td>
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<td>BSHS 457</td>
<td>Codependence &amp; Working with Families</td>
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<tr>
<td>BSHS 458</td>
<td>Action Planning, Relapse Prevention &amp; Aftercare</td>
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Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

**Additional Admission Requirements for the CERT/ADD**

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date or completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have completed and earned 24 or more previous college credits, as verified by the university on the student’s official transcripts.
- Applicants must demonstrate competency in College Writing. Students have the following options to satisfy this requirement:
  - Successful completion (passing grade) of University of Phoenix course COMM 215, equivalent or higher.
  - Transfer credit may be used by students who have achieved a C- or better in a college writing or comparable course of at least 2.67 semester credits completed at a regionally approved nationally accredited institution. Transfer courses used to fulfill this requirement must be eligible to receive general education credit.
  - Achieve a passing score on the College Composition CLEP exam.

**En-Route Matriculation Benchmark for the CERT/ADD**

- To earn the certificate en-route, students must be admitted to the BSHS/ADDC Certificate Track program and have satisfactorily completed the prescribed 24 credits of certificate required courses.

**Certificate Completion Requirements for the CERT/ADD**

- Completion of a minimum of 24 credits.
- A minimum grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as: Addictions

**Residency Requirements and Course Waivers for the CERT/ADD**

Students must meet established University residency requirement for degree conferral. The University requires that the majority of
coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix. Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived: BSHS 305, BSHS 325, BSHS 335, BSHS 345

Course Descriptions for the CERT/AADD

BSHS 305 ..........................................................3 credits

Historical Development of Human Services: An Introduction

In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker’s investment in the multidimensional field. Students will complete Module 1 of the MHF training.

BSHS 325 ..........................................................3 credits

Human Systems and Development

Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes effecting both developmental and social change. Students will complete Module 8 of the MHF training.

BSHS 335 ..........................................................3 credits

Ethics and Values for Human Service Professionals

In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplin-
characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate understanding and skill in case management and referral for treatment in addition to assisting clients with recovery goals, self-awareness, self-acceptance, self-responsibility and self-reflection with a focus on prevalence, and consequences of codependency in families.

BSHS 458 ........................................................................................................... 3 credits

Action Planning, Relapse Prevention & Aftercare
This course provides advanced skills development for the addiction and chemical dependency human service worker. Students will conduct an in-depth evaluation of various treatment approaches employed when preparing action plans with clients. An investigation of comprehensive treatment programs, community action programs, school-based programs, and public health approaches to relapse prevention and aftercare strategies will provide students an opportunity to develop and present an individualized program for a fictional client. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues.

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**CERTIFICATE PROGRAMS FOR THE COLLEGE OF HEALTH SCIENCES AND NURSING**

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**Academic Progression Requirements for all Current Nursing Programs (excluding BSN)**

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a “for-cause” 10 panel, plus alcohol drug test.

- For purposes of this policy, the following definitions apply:
  - Drug testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens from the human body for the purpose of detecting the use of drugs or alcohol.
  - Reasonable suspicion means evidence which forms a reasonable basis for concluding that it is more likely than not that a person is impaired by alcohol or drugs or has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents, without reasonable justification. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.
  - Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer; or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to: stimulants; depressants; narcotic or hallucinogenic drugs; cannabis substances, such as marijuana and hashish; cocaine; heroin; methamphetamine; phencyclidine (PCP); and so-called designer drugs and look-alike drugs.
  - Substance abuse means:
    - the consumption, possession, or distribution of alcohol or illegal drugs by any nursing student while on University or affiliated clinical site premises or while participating in any University (or affiliated clinical site) sponsored or related activity, including any nursing-related course or clinical training activity.
    - a nursing student’s use of alcohol or any drug in such a way that the student’s performance in any nursing course, including activities at any clinical site, is impaired.
  - Impaired means that a person’s mental or physical capabilities are reduced below his or her normal levels without reasonable justification. An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon alcohol or illegal drugs.
    - a nursing student’s use of alcohol or any drug in such a way that the student’s performance in any nursing course, including activities at any clinical site, is impaired.
  - Prior to being assigned to a clinical placement and as a prerequisite for placement at any agency or health care facility the nursing student shall sign an agreement:
    - to abide by the drug policies and drug testing policies of the University and each agency or health care facility in which a student is assigned as applicable.
    - to submit to any “for cause” drug testing required by the University and testing required by each agency or health care facility the nursing student obtains clinical hours, and
    - to release a copy of any and all drug test results to the University of Phoenix, Dean/Associate Dean of Nursing, other appropriate University officials, and to any State Board(s) of Nursing in which the student holds a nursing license or certificate, where required by the relevant State Board(s) of Nursing.
    - Failure to sign such agreement is grounds for refusal for student admission and progression in the program.
  - The College of Nursing requires students to obtain a 10 panel, plus alcohol drug test if the student’s behavior in the clinical, classroom or laboratory setting creates facts that give rise to a reasonable suspicion of substance abuse, or indicates they are impaired by alcohol or drugs.
• If the results of the 10 panel, plus alcohol drug test is positive for alcohol or illegal drugs:
  • The student shall meet with their Campus College Chair, Director of Nursing, or NP Program Manager within 24 hours or by the first business day following the test results to discuss the circumstances surrounding suspected behavior.
  • The Campus College Chair, Director of Nursing, or NP Program Manager will counsel the student regarding return to the classroom and clinical agency. The preliminary investigation will cease and the student will be released from further action at that time.
  • The Campus College Chair, Director of Nursing, or NP Program Manager will arrange for the student to make up the missed clinical hours.
• If the results of the 10 panel, plus alcohol drug test is positive for alcohol or illegal drugs:
  • A full review by the Office of Dispute Management and Apollo Ethics and Compliance shall be conducted. Students who test positive for alcohol or illegal drugs will not be permitted to return to any clinical setting pending conclusion of the review. The findings may result in student dismissal from the nursing program and expulsion from the University.
  • The results of the positive test for alcohol or illegal drugs shall be reported to the applicable State Board(s) of Nursing, if required by the applicable State Board(s), by the Campus College Chair, Director of Nursing, or NP Program Manager.
  • If the results of the 10 panel, plus alcohol drug test(s) are positive for a prescribed drug(s) but not those that would be defined as illegal in the definitions above:
    • The student shall, within three (3) business days, obtain a written statement from their treating, licensed health care provider (MD, DO, HMD, ND/NMD, NP or PA) stating that:
      • the drug level is within prescribed limits.
      • the level does not indicate abuse.
      • the student's use of the drug as prescribed will not interfere with safe practice in the clinical area.
This statement must be provided to the Campus College Chair, Director of Nursing, or NP Program Manager. If the statement is approved, then the test result will be deemed acceptable and not failed for these purposes.
  • The failure of a student to provide the above statement or a health care provider's inability to provide a statement meeting the requirements above shall be treated as a positive test for an illegal drug.
  • Students who refuse to submit to a “for-cause” drug test will not be allowed to return to any clinical setting pending conclusion of a full review by the Office of Dispute Management and Apollo Ethics and Compliance. The findings may result in dismissal from the nursing program and expulsion from the University. The results of a positive test for illegal drugs as defined herein or a refusal to undergo a required drug test will be reported to the applicable State Board of Nursing, where required by the applicable State Board(s) of Nursing’s statute(s) or regulation(s).
• Students must also adhere to any other additional policies prescribed by the clinical agency. It is the sole responsibility of the student to read and acknowledge the requirements of the clinical health care facility in addition to University policy.
  • All costs associated with the drug test, including any transportation costs to or from the drug testing facility, will be the responsibility of the student.
  • University of Phoenix, College of Nursing, campus officials may be required to report all failed drug tests to each State Board of Nursing in which the student holds a nursing license or certificate. Campus officials shall report test results to all applicable State Boards of Nursing as described in the applicable Board’s statutes and/or regulations.

Graduate Health Care Informatics Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This certificate program is designed for health care and nurse professionals interested in pursuing or advancing in careers associated with health care informatics and technology. Individuals with little or no background in Informatics receive an overview of informatics as it relates to delivery within a health care facility. The program is designed to provide the learner with current knowledge in concepts of health care informatics, systems life cycle, and data management. The 10 credit-bearing specialization is available as a certificate program for post-baccalaureate students. The four courses in the informatics specialization certificate program are available at campuses offering nursing or health care degree programs using a variety of delivery methods.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/hci.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the HCI

HCS 504 ~ Introduction to Graduate Study in Health Sciences/Nursing
HCS 500 ~ Concepts of Health Care Informatics
HCS 510 ~ Systems Life Cycle
HCS 520 ~ Data Management and Design

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the HCI

All applicants to this certificate program are expected to meet the following additional admission requirements:
Certificate Completion Requirements for the HCI
Credit Bearing Certificate completion requirements are the following:
• Completion of a minimum of 10 credits
• A minimum University program grade point average (GPA) of 3.0.

Residency Requirements and Course Waivers for the HCI
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 7 credits in the Required Course of Study, must be completed at University of Phoenix.

In order to waive a course in a HCI Certificate Program, the student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course will not be waived from the certificate program: HCI 504.

Course Descriptions for the HCI

HCS 504 ................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCI 500 ................................................................. 3 credits
Concepts of Health Care Informatics
This course will introduce the student to the basic concepts of health care informatics and health information management. It will build on a historical foundation of informatics and roles of the informatics specialist.

HCI 510 ................................................................. 3 credits
Systems Life Cycle
This course will focus on the selection and implementation of an information system within a health facility. The course will review the phases of the life cycle: planning, analysis, design, implementation and evaluation.

HCI 520 ................................................................. 3 credits
Data Management and Design
This course will provide an overview of the understanding of how data, information and knowledge provides the foundation for healthcare information systems. The course will focus on the concepts of information and knowledge in relation to databases, systems operations and information systems.

Gerontological Health Care Certificate Program
The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This program is designed to provide health care professionals with diverse interdisciplinary backgrounds with the knowledge and process of aging. Content is designed to provide students with relevant information related to the physical, mental, and social aspects of gerontology as well as human services, economic and legal factors that influence elders.

With an emerging proportion of older adults in our society there is a growing market for aging services which are fueled by products and services for well elders as well as those elders compromised by chronic illnesses or disabilities. Career opportunities are increasing and are not limited to just long term care. Business, industry, community health, federal and local governments and professional organizations will look to include workers prepared to understand the needs of this population as a major consumer of their products and services.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ghc.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the GHC

HCS 548 ................................................................. 3 credits
Foundations of Gerontology
HCS 551 ~ ................................................................. 3 credits
Biological and Psychological Aspects of Aging
HCS 557 ~ ................................................................. 3 credits
Social and Cultural Aspects of Aging
HCS 565 ~ ................................................................. 3 credits
Organization and Management of Aging Services

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the GHC
All applicants to this certificate program are expected to meet the following additional admission requirements:
• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

• A minimum of one year full-time post-high school work experience.

Certificate Completion Requirements for the GHC
Credit Bearing Certificate completion requirements are the following:
• Completion of a minimum of 12 credits.
• All students must meet residency requirements as set by the Dean for each Certificate program.
• A minimum certificate program grade point average (GPA) of 3.0.
• Upon successful completion of HCS 548, HCS 551, HCS 557, and HCS 565, the student can submit a certificate application for GHC, as well as use these courses towards their MHA/GER program requirements. University residency applies with both programs, but students will be considered to have met program residency.
• Students enrolled in the courses as part of their degree will not be able to then request these courses as an additional certificate.

Course Waivers for the GHC
MHA/GER students may dual enroll in this program and submit a certificate application upon successful completion of HCS 548, HCS 551, HCS 557, and HCS 565. The courses may apply to both, the GHC and MHA/GER required course of study. University residency applies to both programs, but students will be considered to have met program residency.

Students in the Gerontology Health Care Certificate Program may waive a maximum of three (3) credits from their program.

In order to waive a course in a Professional Certificate Program, the student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or approved nationally accredited, foreign equivalency, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better; and
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Course Descriptions for the GHC
HCS 548 ................................................................. 3 credits

Foundations of Gerontology
This course introduces students to the field of gerontology and focuses on the aspect of aging. Emphasis will be placed on the basic conceptual and theoretical perspectives on aging using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., available programs and services, and current issues affecting older adults.

HCS 551 ................................................................. 3 credits

Biological and Psychological Aspects of Aging
This course examines the physical process of aging and the effects on physical and mental health. These topics are applied to disease prevention, health maintenance, and selected disorders that effect health and independent living. Public policy and program development issues will also be addressed to promote the health of the aging population.

HCS 557 ................................................................. 3 credits

Social and Cultural Aspects of Aging
This course examines the social and cultural perspectives on aging. Public and personal aspects of aging will be addressed through historical, theoretical, cultural, and social venues. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.

HCS 565 ................................................................. 3 credits

Organization and Management of Aging Services
• This course examines a variety of services currently available for aging adults and their families. Students will learn the basic principles for planning, organizing, implementing, and coordinating programs and services intended for maturing adults. Topics include community programs, policy, institutional services, religious-based and other nonprofit resources, contracted service providers, and residential facilities.

Long Term Care Certificate Program
The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

With an emerging proportion of older adults in our society there is a growing market for aging services which are fueled by products and services for elders as well as for adults compromised by severe injuries or disabilities. The long term care certificate focuses on increasing the knowledge and skills essential to work with these various populations. Courses focus on aging, legal issues and perspectives, programs and services, as well as alternative living environments for these populations.

Required Course of Study for the LTC
Course work requiring prerequisites are identified by a ~ symbol following the course number.

GEN 200 ................................................................. 3 credits

Foundations for General Education and Professional Success
HCS 433 ~ ............................................................. 3 credits

Dimensions of Health and the Older Adult

896
LTC 310 -................................................................. 3 credits
Social and Community Related Programs and Services
HCS 437 - ............................................................. 3 credits
Long-term Care Administration
LTC 315 -................................................................. 3 credits
Alternative Living Environments
LTC 328 -................................................................. 3 credits
Legal Perspectives in Aging

The University reserves the right to modify the required course of study.

General Information
This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program. Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the LTC
All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.

En-Route Matriculation Benchmark

- Students enrolled in the Bachelor of Science in Health Administration Concentration in Long Term Care (Certificate Track) program may earn a certificate in Long Term Care en route to completing the bachelors degree.
- To earn the certificate en-route, students must be admitted to the BSHA/LTCC Certificate Track program and have satisfactorily completed the prescribed 18 credits of certificate required courses.

Certificate Completion Requirements for the LTC

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as: Long Term Care

Residency Requirements and Course Waivers for the LTC

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to six (6) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill certificate degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following course in the Required Course of Study may not be waived: GEN 200

Course Descriptions for the LTC

GEN 200 ................................................................................... 3 credits
Foundations for General Education and Professional Success

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

HCS 433 .................................................................................. 3 credits
Dimensions of Health and the Older Adult

Basic principles and concepts of the aging process; including the physical, social, emotional, and mental components of health. Ben-
benefits of health promotion and preventive action for the aging are
also explored.
LTC 310 ...................................................................................3 credits
Social and Community Related Programs and Services
This course provides an overview of programs and policies related
to our rapidly expanding aging population. Services designed to
enable the older adult support their health and economic well
being as well as support for their families will be examined. Issues
and trends related to areas such as social and community services,
economic issues, and attention to the growing needs of the aging
population with special needs will be included.
HCS 437 ...................................................................................3 credits
Long-term Care Administration
This course examines the organization and management of long-
term care and assisted living facilities. The impact of state and fed-
eral regulations are analyzed, as well as issues surrounding funding
services are discussed. Students will examine the health
services needed for current and future populations needing long-
term care.
LTC 315 ...................................................................................3 credits
Alternative Living Environments
This course focuses on the various formats of care and living envi-
ronments for the older adult. The cultural and socioeconomic
demographics of our current aging population provide different
expectations and needs from previous generations. With the chang-
ing needs of this population and their families, students will focus
on understanding the multidisciplinary continuum of factors to be
considered when determining the living and care options avail-
able.
LTC 328 ...................................................................................3 credits
Legal Perspectives in Aging
This course will look at the diverse legal issues related to today’s
older adult. Topics will include age discrimination, advocacy and
autonomy, elder and fraud abuse, major life transitions, and end of
life decision making.
Health Management Certificate Program
The following certificate program may be offered at these University
of Phoenix campus locations: Online, depending on state of residence. The
availability of programs and concentrations depend on student demand
and other factors. Not all programs may be available to all residents of all
states. Students may want to consider completing certain courses in the
Online classroom at Online rates if the program is available via the
Online modality in their state. Please contact your enrollment advisor for
more information.

This certificate is designed to provide a framework in health care
management concepts. The courses will provide perspectives
related to health care delivery services, health care management
and human resources, financial accounting concepts, as well as an
introduction to the legal and regulatory aspects in health care.
Required Course of Study for the HM
Course work requiring prerequisites are identified by a ~ symbol
following the course number.
GEN 200 ...................................................................................3 credits
Foundations for General Education and Professional Success
HCS 235 ...................................................................................3 credits
Health Care Delivery in the United States

Students must choose four courses from the following:
HCS 325 ~ ...................................................................................3 credits
Health Care Management
HCS 335 ~ ...................................................................................3 credits
Health Care Ethics and Social Responsibility
HCS 341 ~ ...................................................................................3 credits
Human Resources in Health Care
HCS 405 ~ ...................................................................................3 credits
Health Care Financial Accounting
HCS 430 ~ ...................................................................................3 credits
Legal Issues in Health Care: Regulation and Compliance
HCS 446 ~ ...................................................................................3 credits
Policy Planning
HCS 457 ~ ...................................................................................3 credits
Public and Community Health
HCS 483 ~ ...................................................................................3 credits
Health Care Information Systems

The University reserves the right to modify the required course of
study.
General Information
This certificate program may be taken on its own or may be earned
en-route to earning a bachelors degree. Students wishing to earn
the certificate en-route must be enrolled in the corresponding 'Cert-
ificate Track’ bachelors program.
Students who completed a certificate in its entirety and who later
choose to enroll in a bachelors program with a concentration in the
same area of focus as the completed certificate will not be required
to enroll in the Certificate Track.
Additional Admission Requirements for the HM
All applicants are expected to meet the following admissions
requirements:
• High school graduation from an institution that holds state
approval to confer high school diplomas or are accredited or a
candidate for accreditation at the time the student attended by
an acceptable accrediting body, GED certificate or CHSPE
(California High School Proficiency Examination) certificate.
• Tennessee: Students residing in Tennessee who are attending
classes via the Online modality and students attending a
local campus in Tennessee, including from any cross-border
locations must provide the university with an official High
School transcript or official GED score (if applicable). A
college transcript which documents high school date of
completion or a copy of a DD-214 showing high school
graduation or equivalency may be submitted to satisfy this
requirement.
• Applicants must be currently employed or have access to a work
environment.
En-Route Matriculation Benchmark
• Students enrolled in the Bachelor of Science in Health
Administration Concentration in Health Management
(Certificate Track) program may earn a certificate in Health
Management en route to completing the bachelors degree.
• To earn the certificate en-route, students must be admitted to the
BSHA/HMC Certificate Track program and have satisfactorily
completed the prescribed 18 credits of certificate required
courses.
Certificate Completion Requirements for the HM
- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as: Health Management

Residency Requirements and Course Waivers for the HM
Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to six (6) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill certificate degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following course in the Required Course of Study may not be waived: GEN 200

Course Descriptions for the HM

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>
Facility Planning
This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss further health care consumer utilization trends, and as well as examining the regulatory compliance requirements.

HCS 457 ................................................................................. 3 credits

Public and Community Health
This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.

HCS 483 ................................................................................. 3 credits

Health Care Information Systems
The course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.

Health and Wellness Administration Certificate
The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This certificate will provide an introductory overview of concepts such as an introduction to health care delivery, communication skills, medical terminology, health care information systems, the regulatory environment, and patient records. These concepts are needed to work in an entry level aspect of the health and wellness field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.

HCA 210C ............................................................ 3 credits
Introduction to Health Care

HCA 230C ............................................................ 3 credits
Business Communication Skills for Health Care Professionals

HCA 220C ............................................................ 3 credits
The Language of Health Care

HCIS 245C ............................................................ 3 credits
Fundamentals of Information Systems for Health Care

HCA 260C ............................................................ 3 credits
The Regulatory Environment

HCR 210C ............................................................ 3 credits
Patient Records

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/HWA
All applicants to this certificate program are expected to meet the following additional admission requirements:

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- New students who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).

En-Route Matriculation Benchmark for the CERT/HWA
- Students enrolled in the Associate of Arts Concentration in Health Care Administration/Health and Wellness Administration Certificate Track program may earn a certificate in Health and Wellness Administration en route to completing the associates degree.
- To earn the certificate en-route, students must be admitted to the AAHCA/HWA Certificate Track program and have satisfactorily completed the prescribed 18 credits of certificate required courses.

Certificate Completion Requirements for the CERT/HWA
Credit Bearing Certificate completion requirements are the following:

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as: Health and Wellness Administration

- Students who have earned an Associate (A or B Track) or undergraduate degree in Health Administration may not receive a certificate in the same area of focus. Example: a student may not earn an AAHCA/HWA Track A or B first and come back to earn an HWA certificate; however, students who have completed a certificate may return to receive an Associates or Bachelors in Health Administration with a concentration in the same area as the completed certificate or another approved concentration.
Residency Requirements and Course Waivers for the CERT/HWA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix. Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course may not be waived: HCA 210C, HCA 260C

Course Descriptions for the CERT/HWA

HCA 210C................................................................................ 3 credits

Introduction to Health Care

This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.

HCA 230C................................................................................ 3 credits

Business Communication Skills for Health Care Professionals

This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.

HCA 220C................................................................................ 3 credits

The Language of Health Care

This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care.

HCIS 245C ............................................................................... 3 credits

Fundamentals of Information Systems for Health Care

This course introduces the fundamentals of computer systems and the role of information processing in today’s health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.

HCA 260C................................................................................ 3 credits

The Regulatory Environment

This course is an introduction to the regulatory aspects of providing health care services. Students will become familiar with state and federal health regulations. Emphasis is placed on various contemporary characteristics regarding the laws and ethics of health care delivery and the rules that impact health care employment.

HCR 210C................................................................................ 3 credits

Patient Records

Documenting patients’ health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records in a variety of settings. Students are introduced to uses of health data and legal aspects of records management.

Electronic Health Records Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This certificate will provide a foundation of content needed to become an Electronic Health Records (EHR) specialist. While duties may vary, they will include entering data related to diagnostic procedures, diseases, and general health history information. EHR specialists ensure a patient’s health information is correct and assist with daily office operations. Students will be introduced to a current electronic health records system application in the certificate program. The concepts learned in this program align to national electronic health record specialist certification exam content.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ehr.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/EHR

HCA 210C................................................................................ 3 credits

Introduction to Health Care

HCIS 245C ............................................................................... 3 credits

Fundamentals of Information Systems for Health Care

HCA 220C ............................................................................... 3 credits

The Language of Health Care

HCIS 255C ............................................................................... 3 credits

Structure and Design of Electronic Health Records

HCIS 265C ............................................................................... 3 credits

Medical Health Information

HCIS 275C ............................................................................... 3 credits
Practical Application of Electronic Health Records
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/EHR
All applicants to this certificate program are expected to meet the following additional admission requirements:
• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide: the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
• New students who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).

En-Route Matriculation Benchmark for the CERT/EHR
• Students enrolled in the Associate of Arts Concentration in Health Care Administration/Electronic Health Records Certificate Track program may earn a certificate in Electronic Health Records en route to completing the associates degree.
• To earn the certificate en-route, students must be admitted to the AAHCA/EHR Certificate Track program and have satisfactorily completed the prescribed 18 credits of certificate required courses.

Certificate Completion Requirements for the CERT/EHR
Credit Bearing Certificate completion requirements are the following:
• Completion of a minimum of 18 credits.
• A minimum program grade point average (GPA) of 2.0.
• The certificate awarded for this program will read as: Electronic Health Records
• Students who have earned an Associate (A or B Track) or undergraduate degree in Health Administration who do not receive a certificate in the same area of focus. Example: a student may not earn an AAHCA/EHR Track A or B first and come back to earn an EHR certificate; however, students who have completed a certificate may return to receive an Associates or bachelors in Health Administration with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the CERT/EHR
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited national transferable coursework.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
• The course must be comparable in content and credit hours to the University course it is replacing and only one equivalent level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course(s) in the Required Course of Study may not be waived: HCA 210C, HCIS 275C

Course Descriptions for the CERT/EHR

HCA 210C ................................. 3 credits
Introduction to Health Care
This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.

HCIS 245C ........................................... 3 credits
Fundamentals of Information Systems for Health Care
This course introduces the fundamentals of computer systems and the role of information processing in today’s health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.

HCA 220C ........................................... 3 credits
The Language of Health Care
This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care.

HCIS 255C ........................................... 3 credits
Structure and Design of Electronic Health Records
Students will learn about the evolving function and use of technology to support the documentation of vital health information contained in a patient’s medical history. This course will introduce students to the general software applications, insurance and coding information, and regulatory compliance requirements.

HCIS 265C ........................................... 3 credits
Medical Health Information
This course focuses on the documentation of medical data and how managing data can be vital to the treatment and care of individuals
in the health care system. Students will examine development, forms, routing, filing, and storage of patient’s records in a variety of health care settings. Students will also review issues related to quality and data management, as well as privacy and security compliance.

HCIS 275C ................................................................. 3 credits

Practical Application of Electronic Health Records

Students in the capstone course will use case studies and an electronic health record (EHR) software application to develop foundational skills related to data charting, usage, and application.

Emergency Management Certificate Program

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This certificate is designed for EMTs, First Responders, Firefighters, or any other emergency personnel that want to expand their knowledge and skills related to emergency management. Focus will be on principles of emergency management, managing emergency response operations, and planning and preparedness of emergency situations.

Required Course of Study for the EMC

Course work requiring prerequisites are identified by a ~ symbol following the course number.

GEN 200 ................................................................. 3 credits

Foundations for General Education and Professional Success

EMC 310 ~ ................................................................. 3 credits

Principles of Emergency Management

EMC 330 ~ .................................................................. 3 credits

Political and Policy Issues for Emergency Management

EMC 340 ~ ................................................................. 3 credits

Emergency Services and the Community

EMC 350 ~ ................................................................. 3 credits

Managing Emergency Response Operations

EMC 320 ~ ................................................................. 3 credits

Emergency Preparedness and Planning

The University reserves the right to modify the required course of study.

General Information

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the EMC

All applicants are expected to meet the following admissions requirements:

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

• Applicants must be currently employed in or have prior employment experience in an Emergency Management position such as Emergency Medical Technician (EMT), First Responder, firefighter, or other emergency personnel.

En-Route Matriculation Benchmark

• Students enrolled in the Bachelor of Science in Health Administration Concentration in Emergency Management (Certificate Track) program may earn a certificate in Emergency Management en route to completing the bachelors degree.

• To earn the certificate en-route, students must be admitted to the BSHA/EMC Certificate Track program and have satisfactorily completed the prescribed 18 credits of certificate required courses.

Certificate Completion Requirements for the EMC

• Completion of a minimum of 18 credits.

• A minimum grade point average (GPA) of 2.0.

• All students must complete the minimum number of credits required by their certificate program.

• The certificate awarded for this program will read as: Emergency Management

Residency Requirements and Course Waivers for the EMC

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of ‘C’ (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to six (6) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill certificate degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed and transcribed from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.

• The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.

• The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following course in the Required Course of Study may not be waived:

**GEN 200**

### Course Descriptions for the EMC

**GEN 200** .................................................................3 credits

**Foundations for General Education and Professional Success**

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

**EMC 310** .................................................................3 credits

**Principles of Emergency Management**

This course will explore the history and evolution of emergency management as well as roles of local, state, regional and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.

**EMC 330** .................................................................3 credits

**Political and Policy Issues for Emergency Management**

This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.

**EMC 340** .................................................................3 credits

**Emergency Services and the Community**

This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.

**EMC 350** .................................................................3 credits

### Managing Emergency Response Operations

This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.

**EMC 320** .................................................................3 credits

**Emergency Preparedness and Planning**

This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.

### Graduate Nursing/Health Care Education Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This course series is designed for nursing and health care professionals interested in pursuing or advancing in careers as faculty in higher educational settings. Those with no background in higher education receive a strong foundation for the many dimensions of the faculty role. Current educators can update or expand their knowledge in curriculum development, assessment and evaluation, and instructional strategies.

This credit-bearing certificate program is for post-baccalaureate students. The four courses in the education specialization/certificate program are available at campuses offering nursing or health care degree programs using on ground and/or Flexnet delivery, as well as through the online campus.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at [http://www.phoenix.edu/programs/nhce](http://www.phoenix.edu/programs/nhce).

Course work requiring prerequisites are identified by a ~ symbol following the course number.

### Required Course of Study for the NHCE

**HSN 548** .................................................................3 credits

Role of the Health Care/Nursing Educator

**HSN 540** .................................................................3 credits

Using Effective Teaching Strategies

**HSN 544** .................................................................3 credits

Design and Process of Curriculum Development

**HSN 552** .................................................................3 credits

Assessment and Evaluation of Learning
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the NHCE
All applicants to this certificate program are expected to meet the following additional admission requirements:
- Completion of an undergraduate degree or the entire University of Phoenix BSN or BSHCS Required Course of Study with a minimum GPA of 2.5 or better verified by providing an official transcript.
- A minimum of one year full-time post-high school health care work experience.
- Current employment in a nursing or health care role or access to an appropriate healthcare organization environment in which to complete the work related course assignments.

Certificate Completion Requirements for the NHCE
Credit Bearing Certificate completion requirements are the following:
- Completion of a minimum of 12 credits.
- A minimum program grade point average (GPA) of 3.0.

Minimum Grade Requirements for the NHCE
- Students in this program are required to achieve a minimum grade of “C” (2.0) in the following courses: HSN 540, HSN 544, HSN 548 and HSN 552. A “C-” grade is not acceptable. Students who fail to receive a minimum grade of “C” in any of the following courses will be scholastically disqualified from the University.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.

Residency Requirements and Course Waivers for the NHCE
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 6 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the

Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Course Descriptions for the NHCE
HSN 548 .................................................................................. 3 credits
Role of the Health Care/Nursing Educator
Responsibilities of faculty within various higher education settings are explored. Trends and issues that impact the educator role within changing health care and educational environments are discussed. Topics such as technological, legal, ethical, and professional dynamics are included.

HSN 540 .................................................................................. 3 credits
Teaching and Learning Strategies
This course will focus on the concepts of learning, cognitive, and psychomotor learning, and the principles of adult learning. Selection and development of teaching strategies that enhance and facilitate learning will be explored.

HSN 544 .................................................................................. 3 credits
Design and Process of Curriculum Development
Development of curriculum for programs in higher education settings are examined. This course focuses on curriculum planning and design, as well as development of individual courses and their relationship to program mission, objectives, and outcomes.

HSN 552 .................................................................................. 3 credits
Assessment and Evaluation of Learning
Methods of assessing learning in higher education are analyzed and applied in different learning situations. Processes and problems related to course learning assessments as well as evaluating programmatic outcomes are examined. Designing measures to evaluate learner and curricular outcomes are addressed.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF EDUCATION

The Administration and Supervision Certificate Program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative practicum is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

For more information about our graduation rates, the median debt of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/programs/asc.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Program Category Requirements and Course Selections**

**Orientation, 0 Total Credits**
- ADMIN 501: Orientation to Administration and Supervision

**Introductory Course, 1 Total Credit**
- COM 516: Professional Communications

**Administrative Practicum, 3 Total Credits**
- ADMIN 594A: Administrative Practicum Part I: Instructional Leadership
- ADMIN 594B: Administrative Practicum Part II: Organizational Management
- ADMIN 594C: Administrative Practicum Part III: Professional Practice

**Introduction to Principalship, 12 Total Credits**
- ADMIN 518: Leadership and Collaborative Processes
- ADMIN 570: Equity, Diversity, and Access in Education
- ADMIN 555: School Policy and Law for Principals
- ADMIN 575: Family, Community and Media Relations

**Functions and Strategies, 15 Total Credits**
- ADMIN 524: Supervision of Curriculum, Instruction and Assessment
- ADMIN 528: Administration of Special Programs
- ADMIN 535: Business and Facilities Management
- ADMIN 560: Human Resources Leadership and Management
- ADMIN 565: School Improvement Processes

Program and Certification requirements are subject to change based on Department of Education or University Policy.

**Additional Admission Requirements for the ASC**

All applicants are expected to meet the following admissions requirements:

- A Masters degree from a regionally accredited college or university or equivalent graduate degree earned at a recognized foreign institution.
- Five (5) years verified full-time teaching experience or services experiences in schools in P-12 setting (substitute or part-time service does not apply).
  - The teaching or services experiences must be as a contracted teacher in either a traditional or year-round public or private school.
  - Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching or services experience:
    - *Verifiable (contracted) P-12 experience - 40 hours per week
  - Verification of the following items:
    - Having passed or attempted the California Basic Skills Test (CBEST)
    - Certificate of Clearance
    - Current TB test
- Applicants must possess one of the following California credentials:
  - A valid clear or life California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching
  - A valid clear or life California Designated Subjects Teaching Credential provided the applicant also possesses a baccalaureate degree
  - A valid clear services prerequisite credential, California Pupil Personnel Services Credential, Teacher Librarian Services Credential, Speech-Language Pathology Services Credential, Clinical or Rehabilitative Services Credential, or a School Nurse Services Credential (Clear or Professional Clear level only), requiring a baccalaureate degree and a program of professional preparation, including field practice or the equivalent.
  - A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.

**Completion Requirements for the ASC**

- Completion of a minimum of 31 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of Field Experience Observation Record (30-40 hours).
- In order to receive an institutional recommendation and /or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- Completion of e-portfolio.
- The certificate awarded for this program will read as: Administration and Supervision

**Academic Progression Requirements for the ASC**

Candidates must complete and provide verification of the following academic progression requirements prior to practicum placement:

- Proof of passing score on the CBEST exam

**Residency Requirements and Course Waivers for the ASC**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited college or university
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, ADMIN 594A, ADMIN 594B, ADMIN 594C

Minimum Grade Requirement for the ASC
A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: ADMIN 594A, ADMIN 594B, ADMIN 594C

Candidates who earn less than a grade of “B” in any of these courses must complete a remediation plan and repeat the course. If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the ASC
Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR). Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Verification of employment in an administrative position prior to issuance of a Preliminary Administrative Credential. Those students who do not have an offer of employment in an administrative position may apply for a Certificate of Eligibility to seek employment.

Practicum Policies for the ASC
• The Administrative Practicum is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the practicum. Candidates must follow the guidelines in place at their campus.
• Candidates must take the practicum courses concurrently with the practicum experience. If a candidate chooses to postpone the practicum, he/she must postpone their enrollment in the practicum courses.
• Candidates must pass each Administrative Practicum course with a grade of “B” or better in order to avoid Scholastic Disqualification.
• Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.

Field Experience for the ASC
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Note: The field experience hours are hours completed outside of the 240 hour Administrative Practicum experience.

Course Descriptions for the ASC
ADMIN 501 ............................................................................. 0 credits

Orientation to Administration and Supervision
This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program in California. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, e-portfolios, benchmark assignments, and the administrative practicum will be discussed.
ADMIN 516 ............................................................................. 1 credit

Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
ADMIN 594A ............................................................................. 1 credit

Administrative Practicum Part I: Instructional Leadership
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.
ADMIN 594B ............................................................................. 1 credit

Administrative Practicum Part II: Organizational Management
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.
ADMIN 594C ............................................................................. 1 credit

Administrative Practicum Part III: Professional Practice
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.
ADMIN 518 ............................................................................. 3 credits

Leadership and Collaborative Processes
This course provides students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and on how educational leaders can create high performing teams.
ADMIN 570 ............................................................................. 3 credits

Equity, Diversity, and Access in Education
This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students,
families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

**ADMIN 555**...........................................................................3 credits

**School Policy and Law for Principals**
This course examines legal theory and practice in the context of the educational setting. The United States Constitution, federal and state court systems, legal issues, and their impact on schools are discussed, analyzed, and applied to current educational practices.

**ADMIN 575**...........................................................................3 credits

**Family, Community and Media Relations**
This course examines tools and models for promoting positive school relations with families, the community, and local media. Candidates will study and practice techniques for involving stakeholders, using conflict resolution and decision making tools, forming business and community partnerships, and using public relations concepts to support school policy. Candidates also will participate in field experiences related to media and community relations.

**ADMIN 524**...........................................................................3 credits

**Supervision of Curriculum, Instruction and Assessment**
This course examines principals’ responsibilities related to supervision of curriculum, instruction, and assessment. Principal candidates study the relationships among supervision, curriculum design, national and state standards, and effective instructional practice for diverse learners. Candidates also review the types of assessments that school leaders must be familiar with, the use of assessments to measure and support student achievement, the continuous school improvement model, and the development of school improvement plans. In addition, candidates participate in field experiences related to curriculum, instruction, and assessment.

**ADMIN 528**...........................................................................3 credits

**Administration of Special Programs**
This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

**ADMIN 535C**...........................................................................3 credits

**Business and Facilities Management**
In this course, candidates study the processes for managing business functions and school facilities. Principal candidates study school budgeting and accounting procedures and examine issues regarding facilities management. Principal candidates also participate in field experiences related to business and facilities management.

**ADMIN 560**...........................................................................3 credits

**Human Resources Management in Education**
This course focuses on the responsibilities involved in human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal are examined. In addition, the course analyzes strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism.

**ADMIN 565**...........................................................................3 credits

**School Improvement Processes**
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Candidates review the types of assessments that a school leader needs to be familiar with, and how a school leader can use assessment data to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

**Principal Licensure Certificate Program (Utah)**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students must complete all courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Principal Licensure professional certificate program is designed for educators interested in obtaining a license as a P-12 school principal. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/plc.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the PLC**

**ADMIN 500** ...........................................................................0 credits

Orientation to Administration and Supervision

**COM 516** ...........................................................................1 credit

Professional Communications

**ADMIN 518** ...........................................................................3 credits

Leadership and Collaborative Processes

**ADMIN 570** ...........................................................................3 credits

Equity, Diversity, and Access in Education

**ADMIN 555** ...........................................................................3 credits

School Policy and Law for Principals

**ADMIN 524** ...........................................................................3 credits

Supervision of Curriculum, Instruction and Assessment

**ADMIN 591A** ...........................................................................1 credit

Principal Internship Part I: Instructional Leadership

**ADMIN 535** ...........................................................................3 credits

Business and Facilities Management

**ADMIN 560** ...........................................................................3 credits

Human Resources Leadership and Management

**ADMIN 591B** ...........................................................................1 credit

Principal Internship Part II: Organizational Management

**ADMIN 575** ...........................................................................3 credits

Family, Community and Media Relations

**ADMIN 565** ...........................................................................3 credits

School Improvement Processes
All applicants must be currently employed or have access to a licensed school counselor. Utah students in the MAED/ADM program can have experience as a study. Program and Certification requirements are subject to change based on Department of Education or University Policy.

Additional Admission Requirements for the PLC

All applicants are expected to meet the following admissions requirements:

- A masters degree from a regionally accredited college or university or equivalent graduate degree earned at a recognized foreign institution.
- A minimum equivalent of three (3) years post-high school work experience including 18 months of instructional experience in a P-12 setting.
- The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.
- Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching experience:
  - Verifiable (contracted) P-12 instructional classroom experience - 40 hours per week

Utah students in the MAED/ADM program can have experience as a licensed school counselor.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- A signed PLC New Student Checklist

Certificate Completion Requirements for the PLC

- Completion of a minimum of 28 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of the Administration Internship courses ADMIN 591A, ADMIN 591B, and ADMIN 591C.
- Completion of e-portfolio.
- Completion of Field Experience Observation Record.
- Students may need to meet additional requirements set forth by their State Department of Education.
- The certificate awarded for this program will read as: Principal Licensure Certificate.

Residency Requirements and Course Waivers for the PLC

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, ADMIN 591A, ADMIN 591B, ADMIN 591C

Minimum Grade Requirement for the PLC

A candidate must earn a grade of “B” (grades of “I” and “P” are not accepted) or better in the following courses: ADMIN 591A, ADMIN 591B, ADMIN 591C

Candidates who earn less than a grade of “B” in any of these courses must complete a remediation plan and repeat the course. If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the PLC

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for principal certification). Refer to the New Student Checklist and your state certification agency for specific requirements.
- Passed scores on state exam(s) for principal licensure.
- Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Course Descriptions for the PLC

ADMIN 500: Orientation to Administration and Supervision - 0 credits

This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, e-portfolio, benchmark assignments, and the administrative internship will be discussed.

COM 516: Professional Communications - 1 credit

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

ADMIN 518: Leadership and Collaborative Processes - 3 credits

This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various
styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

**Equity, Diversity, and Access in Education**

This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, it focuses on the equitable participation of students, families, teachers, and staff in school practices, programs, and curricula. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

**School Policy and Law for Principals**

This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

**Supervision of Curriculum, Instruction and Assessment**

This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.

**Business and Facilities Management**

This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.

**Human Resources Management in Education**

This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.

**Principal Internship Part I: Instructional Leadership**

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

**Principal Internship Part II: Organizational Management**

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

**Principal Internship Part III: Professional Practice**

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

**Family, Community and Media Relations**

This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs, establishing reciprocal relationships, the use of conflict resolution and decision making tools, and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

**School Improvement Processes**

This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

**Principal Licensure Certificate Program (Colorado)**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Principal Licensure professional certificate program is designed for educators interested in obtaining a license as a P-12 school principal. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/plc.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the PLC**
Orientation to Administration and Supervision

Professional Communications

Leadership and Collaborative Processes

Equity, Diversity, and Access in Education

School Policy and Law for Principals

Supervision of Curriculum, Instruction and Assessment

Principal Internship Part I: Instructional Leadership

Business and Facilities Management

Human Resources Leadership and Management

Principal Internship Part II: Organizational Management

Family, Community and Media Relations

School Improvement Processes

Principal Internship Part III: Professional Practice

The University reserves the right to modify the required course of study. Program and Certification requirements are subject to change based on Department of Education or University Policy.

Additional Admission Requirements for the PLC

All applicants are expected to meet the following admissions requirements:

• A masters degree from a regionally accredited college or university or equivalent graduate degree earned at a recognized foreign institution.

• A minimum equivalent of three (3) years post-high school work experience including 18 months of instructional experience in a P-12 setting.

• The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.

• Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching experience:

  * Verifiable (contracted) P-12 instructional classroom experience - 40 hours per week

Colorado students in the Principal Licensure Certificate (PLC) programs can have experience in public or non-public P-12 schools as a licensed or certified professional including school social worker and school nurse.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

• A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.

• A signed PLC New Student Checklist

Certificate Completions Requirements for the PLC

• Completion of a minimum of 28 credits.

• A minimum grade point average (GPA) of 3.0.

• Satisfactory completion of the Administration Internship courses ADMIN 591A, ADMIN 591B, and ADMIN 591C.

• Completion of e-portfolio.

• Completion of Field Experience Observation Record.

• Students may need to meet additional requirements set forth by their State Department of Education.

• The certificate awarded for this program will read as: Principal Licensure Certificate.

Residency Requirements and Course Waivers for the PLC

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, ADMIN 591A, ADMIN 591B, ADMIN 591C

Minimum Grade Requirement for the PLC

A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses: ADMIN 591A, ADMIN 591B, ADMIN 591C

Candidates who earn less than a grade of “B” in any of these courses must complete a remediation plan and repeat the course.

If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the PLC

• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for principal certification). Refer to the New Student Checklist and your state certification agency for specific requirements.

• Colorado: Students must verify three (3) years licensed experience in P-12 grades in order to obtain their principal certification and will need to provide verification of this. Acceptable licensed experience includes the following:

  • Teacher
  • School Counselor
  • School Nurse
  • School Social Worker
• School Psychologist
• Passing scores on state exam(s) for principal licensure.
• Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Course Descriptions for the PLC
ADMIN 500..................................................................................0 credits
Orientation to Administration and Supervision
This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.
COM 516 .....................................................................................1 credit

Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
ADMIN 518..................................................................................3 credits

Leadership and Collaborative Processes
This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.
ADMIN 570 ..................................................................................3 credits

Equity, Diversity, and Access in Education
This course provides candidates the opportunity to examine and reflect upon equity, diversity, and access in education. In particular, it focuses on the equitable participation of students, families, teachers, and staff in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.
ADMIN 555..................................................................................3 credits

School Policy and Law for Principals
This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.
ADMIN 524..................................................................................3 credits

Supervision of Curriculum, Instruction and Assessment
This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.
ADMIN 591A ................................................................................1 credit

Principal Internship Part I: Instructional Leadership
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.
ADMIN 535 ..................................................................................3 credits

Business and Facilities Management
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.
ADMIN 560 ..................................................................................3 credits

Human Resources Management in Education
This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.
ADMIN 591B ................................................................................1 credit

Principal Internship Part II: Organizational Management
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.
ADMIN 575 ..................................................................................3 credits

Family, Community and Media Relations
This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs, establishing reciprocal relationships, the use of conflict resolution and decision making tools, and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.
ADMIN 565 ..................................................................................3 credits

School Improvement Processes
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.
ADMIN 591C ................................................................................1 credit
Principals Internship Part III: Professional Practice

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

California Teachers of English Learners Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This certificate program is aligned directly to the Candidate Competency Standards and the Knowledge, Skills, and Abilities for California Teachers of English Learners (CERT/CTEL). The curriculum is designed around the Knowledge, Skills, and Abilities for California Teachers of English Learners (CERT/CTEL), and provides candidates with a depth of knowledge regarding current research-based theories and research in the specialized instruction of English language development (ELD).

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-catel.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/CTEL

MTE 502 ................................................................................ 0 credits
Orientation to the California Teachers of English Learners (CTEL) Program

ELD 502 ~ ................................................................. 3 credits
Foundations of Instruction for English Learners

ELD 504 ~ ................................................................. 3 credits
Assessment of English Learners

ELD 506 ~ ................................................................. 3 credits
Understanding Language Acquisition & Cognition

ELD 535 ~ ................................................................. 3 credits
Teaching Reading & Writing to English Learners

The University reserves the right to modify the required course of study. Program and Certification requirements are subject to change based on Department of Education or University Policy.

Additional Admission requirements for the CERT/CTEL

All applicants to this certificate program are expected to meet the following additional admission requirements:

• Students using foreign credentials when enrolling in a local campus program or Online program in the State of California must use a foreign credential evaluation service that is approved by the California state regulating board.

• A minimum equivalent of three (3) years post-high school work or volunteer experience.

• Candidates entering this program must possess a valid California teaching credential, services credential, children’s center instructional permit, or children’s center supervision permit which authorizes the holder to provide instruction to pupils in preschool, kindergarten, any of grades 1 to 12 inclusive, or classes primarily organized for adults except the following:

  • Emergency credentials or permit;
  • Exchange credentials as specified in Education Code Section 44333;
  • District intern certificates as specified in Education Code Section 44325;
  • Sojourn certificated employee credentials as specified in Education Code Section 44856;
  • Teacher education internship credentials as specified in Article 3 (commencing with Education Code Section 44450) of Chapter 3.

• Access to an educational setting with English language learners.

• A signed CERT/CTEL New Student Checklist

• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Certificate Completion Requirements for the CERT/CTEL

• Completion of a minimum of 32 credits.

• A minimum program grade point average (GPA) of 3.0.

• Completion of the e-portfolio.

Residency Requirements and Course Waivers for the CERT/CTEL

Students may waive only three (3) credits from the program. Courses may only be waived with California Commission-approved CTEL course work.

Institutional Recommendation for the CERT/CTEL

• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).

• Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their program. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Course Descriptions for the CERT/CTEL

MTE 502 ................................................................................ 0 credits
Orientation to the California Teachers of English Learners (CTEL) Program

This course is designed to provide an orientation to the primary...
components of the California Teachers of English Learners (CTEL) Program. Students will be introduced to the program’s components and completion requirements. Electronic Resources, Field Experience, and E-Portfolio will be discussed.

ELD 502 .................................................................3 credits

**Foundations of Instruction for English Learners**

This course discusses standardized and authentic assessments and assessment strategies in the areas of literacy and biliteracy development of English Learners. Issues associated with the interdependent relationship between teaching and assessment are addressed in addition to effective parental and/or community involvement in literacy development.

ELD 504 .................................................................3 credits

**Assessment of English Learners**

This course will introduce assessment strategies in the area of literacy/biliteracy development. Assessments, both standardized and authentic, will also be discussed with regard to appropriate use with English Learners. It addresses issues associated with the interdependent relationship between teaching and assessment in addition to effective parental and/or community involvement in literacy development.

ELD 506 .................................................................3 credits

**Understanding Language Acquisition and Cognition**

This course examines language structure and use, second language acquisition theories, and the nature of cognitive and affective language development to assist the teacher of the English Learner. The course provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse students. It also examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning and thought processes.

ELD 535 .................................................................3 credits

**Teaching Reading and Writing to English Learners**

This course examines literacy issues related to the acquisition of English and the use of home language by English Learners (EL) in all second language programs. It also presents processes and strategies to enhance the biliteracy skills of English Learners.

**Transition to Teaching Certificate/Elementary Education (Indiana)**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Transition to Teaching program with specializations in elementary and secondary is designed for individuals interested in gaining the knowledge and expertise required in the field of teaching. The program is an alternative route program designed to meet the academic requirements established for state licensure. The program curriculum is focused on educational foundations, classroom management, instructional methods, assessment, and diversity. This program also includes field experiences and a full-time student teaching experience.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Program Requirements for the CERT/T2T-E**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MTE 507 ~</td>
<td>0 credits</td>
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<tr>
<td>Orientation to Teacher Education</td>
<td></td>
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<tr>
<td>MTE 518 ~</td>
<td>3 credits</td>
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<tr>
<td>Models, Theories, and Instructional Strategies</td>
<td></td>
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<tr>
<td>MTE 522 ~</td>
<td>3 credits</td>
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<tr>
<td>Maintaining an Effective Learning Climate for Elementary Settings</td>
<td></td>
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<tr>
<td>SPE 514 ~</td>
<td>2 credits</td>
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<tr>
<td>Survey of Special Populations</td>
<td></td>
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<tr>
<td>RDG 537 ~</td>
<td>4 credits</td>
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<tr>
<td>Curriculum Constructs &amp; Assessment: Reading and Language Arts</td>
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<tr>
<td>RDG 535 ~</td>
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<tr>
<td>Diagnosis &amp; Remediation of Reading Difficulties</td>
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<tr>
<td>MTE 531 ~</td>
<td>2 credits</td>
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<tr>
<td>Curriculum Constructs &amp; Assessment: History and Social Science</td>
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<tr>
<td>MTE 533 ~</td>
<td>4 credits</td>
</tr>
<tr>
<td>Curriculum Constructs &amp; Assessment: Science and Mathematics</td>
<td></td>
</tr>
<tr>
<td>ELM 585 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Elementary Student Teaching</td>
<td></td>
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</tbody>
</table>

The University reserves the right to modify the required course of study. Program requirements are subject to change based on Department of Education or University Policy.

**Additional Admission Requirements for the CERT/T2T-E**

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution. Degrees from nationally accredited institutions will not be accepted. All coursework for the Undergraduate degree must have been taken from a regionally accredited institution. Coursework taken during an institution’s candidacy period is not acceptable for admission.

- Students enrolled in the CERT/T2T-E program and residing in the state of Indiana must provide a transcripted verification of an undergraduate degree that includes coursework in the areas noted below prior to admission to the University. Upon admission, students must have completed all but six (6) semester or nine (9) quarter credit hours. These additional six (6) semester or nine (9) quarter credits must be completed prior to student teaching:
  - 9 semester credits English (written and oral communications, and literature)
  - 6 semester credits Math (at least College Algebra)
  - 9 semester credits Social Sciences (includes U.S. History, World Civilization and Cultural Diversity)
  - 6 semester credits Science (Physical, Biological, Earth/Space science)

- As a concentration, students must have at least 12 semester credits in one of the content areas below. These 12 semester credits can include the credits used to satisfy the requirements above:
  - English (written and oral communications, and literature)
• Math (at least College Algebra)
• Social Sciences (includes U.S. History, World Civilization and Cultural Diversity)
• Science (Physical, Biological, and Earth/Space science)
• A cumulative grade point average (GPA) of 3.0 on the undergraduate degree posted transcript.
• A signed Indiana Transition to Teaching New Student Checklist.
• Students who reside outside of the US or US Territory are not eligible to apply.
• Demonstration of basic skills proficiency
• Passing score on PRAXIS I: the Pre-Professional Skills Test

Candidacy Status for the CERT/T2T-E
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling. Level 1 Candidate Status is completed upon admission to the University. Students who have met the requirements for Candidate Status Level 1. Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Transition to Teaching DRF in the e-portfolio and the student’s eXp file.
• Verification of current criminal background check.
• Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Minimum Grade Requirements for the CERT/T2T-E
• A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: ELM 585
• Candidates who earn less than a grade of "B" in any of these courses must complete a remediation plan and repeat the course.
• Candidates must earn a "B" or better in student teaching in order to complete the Transition to Teaching program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from this program.

Certificate Completion Requirements for the CERT/T2T-E
• Completion of a minimum of 24 credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required practicum/student teaching courses.
• Completion of Field Experience Observation Record (50 hours).
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.

• The certificate awarded for this program will read as: Elementary Education

Institutional Recommendation for the CERT/T2T-E
Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential). Out-of-state institutional recommendations cannot be issued for graduates of this program. The Transition to Teaching Certificate program is only eligible for an in-state (Indiana) institutional recommendation. Candidates with out-of-state institutional recommendations may obtain a letter of verification that they completed an alternative route program recognized by the Indiana Department of Education for initial licensure.
• Upon completion, candidates must complete a University of Phoenix Certificate Application in order to receive a certificate and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.
• Indiana candidates must provide verification of current CPR/AED/Heimlich certification prior to being recommended for their credential.
• Indiana candidates must complete a basic or in-service course of education and training on suicide prevention and the recognition of signs that a student may be considering suicide prior to receiving an initial teaching license.

Residency Requirements and Course Waivers for the CERT/T2T-E
• Students may not waive any credits from the required course of study on the basis of prior graduate-level college coursework.
• Student teaching may not be waived. However, candidates may be eligible to complete their student teaching in the classroom where they are currently employed as a full-time teacher. Students who are already teaching in an appropriate environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must be teaching in the grade level and content area that corresponds with the certification they are pursuing. Students must complete the student teaching course and complete and upload the Teacher Work Sample.

Student Teaching and Field Experience for the CERT/T2T-E
• Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
• Students must complete student teaching hours as noted below:
  • Elementary candidates must complete three (3) semester hours of supervised student teaching.
• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
• Student teaching can only be repeated one time.
• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry and are not eligible for admission to the MAED/TED pre-licensure programs.
• Candidates may be eligible to complete their student teaching in the classroom where they are currently employed as a full-time teacher. Students who are already teaching in an appropriate environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must be teaching in a grade level and content area that corresponds with the certification they are pursuing. Students must complete the student teaching course and complete and upload the Teacher Work Sample.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

Course Descriptions for the CERT/T2T-E

MTE 507 .................................................................................. 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

MTE 518 .................................................................................. 3 credits
Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 522 .................................................................................. 3 credits
Maintaining an Effective Learning Climate for Elementary Settings
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

SPE 514 ................................................................................... 2 credits
Survey of Special Populations
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

RDG 537 .................................................................................. 4 credits
Diagnosis & Remediation of Reading Difficulties
This course addresses instructional reading or language arts strategies, student activities, and resources that can be utilized, based on students’ contextual information and assessment results. It provides foundational information about stages of reading, factors that impact reading ability, and the nature of reading difficulties. This information serves as a context for learning about the administration and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final case study report and intervention plan is developed based on student data provided.

MTE 531 .................................................................................. 2 credits
Curriculum Constructs & Assessment: Reading and Language Arts
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

RDG 539 .................................................................................. 3 credits
Curriculum Constructs & Assessment: History and Social Science
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 533 .................................................................................. 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

ELM 585 .................................................................................. 3 credits
Elementary Student Teaching
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. The course also provides a forum for open discussion and problem solving based on student teaching classroom experi-
Transition to Teaching Certificate/Secondary Education (Indiana)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Transition to Teaching program with specializations in elementary and secondary is designed for individuals interested in gaining the knowledge and expertise required in the field of teaching. The program is an alternative route program designed to meet the academic requirements established for state licensure. The program curriculum is focused on educational foundations, classroom management, instructional methods, assessment, and diversity. This program also includes field experiences and a full-time student teaching experience.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Program Requirements for the CERT/T2T-S

MTE 507 ~ Orientation to Teacher Education ................................................. 0 credits
SEC 508 ~ Models, Theories and Strategies for Secondary Education .......... 3 credits
MTE 523 ~ Maintaining an Effective Learning Climate .............................. 3 credits
RDG 542 ~ Secondary Methods Elective ...................................................... 3 credits
ELEC 500 ~ Survey of Special Populations .................................................. 2 credits
MTE 551 ~ Secondary Settings ................................................................ 3 credits
MTE 580 ~ Curriculum Constructs and Assessment: Reading Methods for Secondary Education .................................................................................................................. 3 credits
SEC 585 ~ Secondary Student Teaching .................................................... 4 credits

Students must select one of the following methods courses in order meet the ELEC 500 requirement:

MTE 543 ~ Curriculum Constructs & Assessment: Secondary Visual & Performing Arts ......................................................... 3 credits
MTE 551 ~ Curriculum Constructs and Assessment: Secondary Physical Education ................................................................. 3 credits
MTE 560 ~ Curriculum Constructs & Assessment: Secondary Health Science .......................................................... 3 credits
MTE 564 ~ Curriculum Constructs and Assessment: Secondary Math .......................... 3 credits
MTE 566 ~ Curriculum Constructs & Assessment: Secondary English/Language Arts ................................................. 3 credits
MTE 567 ~ Curriculum Constructs & Assessment: Secondary History/Social Science ................................................. 3 credits
MTE 569 ~ Curriculum Constructs and Assessment: Secondary Science ........ 3 credits
MTE 570 ~ Curriculum Constructs and Assessment: Global Languages .......... 3 credits
MTE 580 ~ Curriculum Constructs and Assessment: Secondary Business & Marketing .......................................................... 3 credits

The University reserves her right to modify the required course of study. Program requirements are subject to change based on Department of Education or University Policy.

Additional Admission Requirements for the CERT/T2T-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution. Degrees from nationally accredited institutions will not be accepted. All coursework for the Undergraduate degree must have been taken from a regionally accredited institution. Coursework taken during an institution’s candidacy period is not acceptable for admission.

- Students enrolled in the CERT/T2T-S program and residing in the state of Indiana must provide transcripted verification of a content-area major listed below (or the equivalent of 32 semester credit hours in one of the major areas) prior to admission to the University. Upon admission, students must have completed all but six (6) semester or nine (9) quarter credit hours in a content-area major. These additional six (6) semester or nine (9) quarter credits must be completed prior to student teaching. Acceptable content-area majors include:
  - Mathematics
  - Science (Biology or Chemistry or Physics or Earth/Space Science)
  - Social Studies (Political Science or History or Geography or Economics or Sociology or Psychology)
  - English (equivalent must include written and oral communications and literature)
  - Health
  - Physical Education
  - Fine Arts
  - Business Education

- A cumulative grade point average (GPA) of 3.0 on the undergraduate degree posted transcript.

- T2T-Secondary applicants must have passing scores on the designated state content knowledge exam (Praxis II: secondary content area specific).

- A signed Indiana Transition to Teaching New Student Checklist.

- Students who reside outside of the US or US Territory are not eligible to apply.

- Demonstration of basic skills proficiency

- Passing score on PRAXIS I: the Pre-Professional Skills Test

Candidacy Status for the CERT/T2T-S

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Transition to Teaching DRF in the e-portfolio and the student's eXp file.

- Verification of current criminal background check.
- Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Minimum Grade Requirements for the CERT/T2T-S**

- A. A candidate must earn a grade of "B" (grades of "I" and "B-") are not accepted) or better in the following courses in order to student teach: SEC 585
- Candidates who earn less than a grade of "B" in any of these courses must complete a remediation plan and repeat the course.
- Candidates must earn a "B" or better in student teaching in order to complete the Transition to Teaching program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from this program.

**Certificate Completion Requirements for the CERT/T2T-S**

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required practicum/student teaching courses.
- Completion of Field Experience Observation Record (50 hours).
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The certificate awarded for this program will read as: Secondary Education

**Institutional Recommendation for the CERT/T2T-S**

Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).

Out-of-state institutional recommendations cannot be issued for graduates of this program. The Transition to Teaching Certificate program is only eligible for an in-state (Indiana) institutional recommendation. Candidates with out-of-state institutional recommendations may obtain a letter of verification that they completed an alternative route program recognized by the Indiana Department of Education for initial licensure.

- Upon completion, candidates must complete a University of Phoenix Certificate Application in order to receive a certificate and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.
- Indiana candidates must provide verification of current CPR/AED/Heimlich certification prior to being recommended for their credential.
- Indiana candidates must complete a basic or in-service course of education and training on suicide prevention and the recognition of signs that a student may be considering suicide prior to receiving an initial teaching license.

**Residency Requirements and Course Waivers for the CERT/T2T-S**

- Students may not waive any credits from the required course of study on the basis of prior graduate-level coursework.
- Student teaching may not be waived. However, candidates may be eligible to complete their student teaching in the classroom where they are currently employed as a full-time teacher. Students who are already teaching in an appropriate environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must be teaching in the grade level and content area that corresponds with the certification they are pursuing. Students must complete the student teaching course and complete and upload the Teacher Work Sample.

**Student Teaching and Field Experience for the CERT/T2T-S**

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Students must complete student teaching hours as noted below:
  - Secondary candidates must complete four (4) semester hours of supervised student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry and are not eligible for admission to the MAED/TED pre-licensure programs.
Candidates may be eligible to complete their student teaching in the classroom where they are currently employed as a full-time teacher. Students who are already teaching in an appropriate environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must be teaching in a grade level and content area that corresponds with the certification they are pursuing. Students must complete the student teaching course and complete and upload the Teacher Work Sample.

Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

Course Descriptions for the CERT/T2T-S

**MTE 507** ................................................................. 0 credits

**Orientation to Teacher Education**

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

**SEC 508** ................................................................. 3 credits

**Models, Theories and Strategies for Secondary Education**

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

**MTE 523** ................................................................. 3 credits

**Maintaining an Effective Learning Climate**

This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

**SPE 514** ................................................................. 2 credits

**Survey of Special Populations**

This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

**RDG 542** ................................................................. 3 credits

**Curriculum Constructs & Assessment: Reading Methods for Secondary Settings**

This course focuses on the most current research, theory, and methods of teaching literacy, in particular, reading, writing, and technological literacy, in the content areas at the secondary level. Various institutional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th-grade setting, is incorporated into the course requirements.

**SEC 585** ................................................................. 4 credits

**Secondary Student Teaching**

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

**MTE 543** ................................................................. 3 credits

**Curriculum Constructs & Assessment: Secondary Visual & Performing Arts**

This course explores the application of basic instructional met content areas and strategies of teaching the visual and performing arts in middle school and high school. Participants identify the educational needs of secondary students by exploring current instructional theory, National and state standards, assessment practices, and social issues that impact the arts in the classroom. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills as they relate to visual and performing arts instruction.

**MTE 551** ................................................................. 3 credits

**Curriculum Constructs and Assessment: Physical Education**

This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction.

**MTE 560** ................................................................. 3 credits

**Curriculum Constructs & Assessment: Secondary Health Science**

This course explores the application of instructional methods to the content area of Health Science in middle school and high school settings. Participants explore the contexts of societal issues, and of state, local, and national standards for the teaching of health science. They also examine current instructional theory, models, and strategies as they relate to instruction, assessment, and accountability. The course helps prospective educators to identify the educational needs of middle level and secondary students, and to develop skills in selecting and adapting delivery methods, external resources, and behavior management plans for diverse students.

**MTE 564** ................................................................. 3 credits

**Curriculum Constructs and Assessment: Secondary Math**

This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse stu-
dent populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

**MTE 566 .................................................................3 credits**

**Curriculum Constructs & Assessment: Secondary English/Language Arts**

This course explores the application of basic instructional methods to the content area of English/language arts in middle level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

**MTE 567 ...................................................................................3 credits**

**Curriculum Constructs & Assessment: Secondary Science**

This course explores the application of basic instructional methods to the content area of science in middle level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

**MTE 569 ...................................................................................3 credits**

**Curriculum Constructs and Assessment: Secondary Social Science**

This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

**MTE 570 ...................................................................................3 credits**

**Curriculum Constructs and Assessment: Global Languages**

This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and cultural issues in the teaching of foreign languages. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

**MTE 580 ...................................................................................3 credits**

**Curriculum Constructs and Assessment: Secondary Business & Marketing**

This course focuses on instruction and assessment strategies to provide secondary students background and knowledge in business/marketing content and careers, employment and workplace skills, applied academics, and leadership skills through participation in career and technical student organizations (CTSOs). This course will provide teacher candidates the opportunity to develop the ability to evaluate and use appropriate instructional methods, curricular materials and resources, and assessment strategies.

**Certificate in Special Education (Nevada)**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

**Course work requiring prerequisites are identified by a ~ symbol following the course number.**

**Required Course of Study for the CERT/SPE**

**MTE 500 .................................................................0 credits**

Orientation to the Special Education Certification Program

**COM 516 .................................................................1 credit**

Professional Communications

**MTE 505 ...................................................................................3 credits**

Child and Adolescent Development

**SPE 513 ...................................................................................3 credits**

Orientation to the Exceptional Child

**SPE 546 ...................................................................................3 credits**

Special Education Methods

**SPE 558 ...................................................................................3 credits**

Special Education Assessment and Interpretation

**SPE 591 ...................................................................................3 credits**

Characteristics of Exceptionalities

**RDG 537 ...................................................................................4 credits**

Curriculum Constructs & Assessment: Reading and Language Arts

**MTH 506 ...................................................................................3 credits**

Methods of Teaching Mathematics

**MTE 522 ...................................................................................3 credits**

Maintaining an Effective Learning Climate for Elementary Settings

**SPE 557 ...................................................................................3 credits**

Transition Planning for Adolescents with Disabilities

**SPE 559 ...................................................................................3 credits**

Collaboration with Families of Students with Disabilities

The University reserves the right to modify the required course of study. Program and Certification requirements are subject to
change based on Department of Education or University Policy.

Additional Admission Requirements for the CERT/SPE

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution. Degrees from nationally accredited institutions will not be accepted. All coursework for the undergraduate degree must have been taken from a regionally accredited institution. Coursework taken during an institution’s candidacy period is not acceptable for admission.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed as a special education teacher in a Nevada school.
- Students enrolling in the CERT/SPE must have a valid elementary, secondary, or special (K-12, Art, Music, PE or special education) license excluding Business and Industry.

Certificate Completion Requirements for the CERT/SPE

- Completion of a minimum of 32 credits.
- Completion of Field Experience Observation Record (25 hours).
- Completion of e-portfolio.
- Completion of a minimum of 32 credits.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- Completion of e-portfolio.
- The certificate awarded for this program will read as: Special Education Generalist

Residency Requirements and Course Waivers for the CERT/SPE

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, RDG 537, SPE 512, SPE 546, SPE 591

Institutional Recommendation for the CERT/SPE

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of school law, state and U.S. Constitution coursework as required by the state certification agency.

Field Experience for the CERT/SPE

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 25 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation/interview, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Course Descriptions for the CERT/SPE

MTE 500 .................................................................................... 0 credits
Orientation to the Special Education Certification Program
This course is designed to provide an orientation to the primary components of the Special Education Certificate Program. Students will be introduced to the program’s certificate completion requirements. Field Experience, E-Portfolio, and technology resources will be discussed.

COM 516 .................................................................................... 1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
MTE 505 ................................................................................... 3 credits
Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
SPE 513 ................................................................................... 3 credits
Orientation to the Exceptional Child
This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.
SPE 546 ................................................................................... 3 credits
Special Education Methods
This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.
SPE 512 ................................................................................... 3 credits
Special Education Assessment and Interpretation
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavior recommendations are discussed.
SPE 591 ................................................................................... 3 credits
Characteristics of Exceptionalities
This course examines teaching and managing students with mild disabilities. Special emphasis is placed on learning disabilities, mental retardation, and emotional disabilities. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.
RDG 537 ................................................................................... 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
MTH 506 ................................................................................... 3 credits
Methods of Teaching Mathematics
This course focuses on the methodology and assessment strategies that enhance learning in preschool through eighth-grade mathematics. Topics include an overview of mathematics content and process standards, developmentally effective instructional strategies, assessment, and classroom and materials management.
MTE 522 ................................................................................... 3 credits
Maintaining an Effective Learning Climate for Elementary Settings
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
SPE 558 ................................................................................... 3 credits
Transition Planning for Adolescents with Disabilities
This course focuses on the role of the special education teacher as he/she transitions adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Students will learn skills and concepts in working with students with special needs, parental involvement, and the community.
SPE 557 ................................................................................... 3 credits
Collaboration with Families of Students with Disabilities
This course focuses on the interrelationships of varied services for students with disabilities. Emphasis is placed on meeting the academic and social-emotional needs of students with disabilities by working with parents, professionals, and community services to develop collaborative and productive professional relationships.
Certificate in Special Education (Colorado)
The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.
The Certificate in Special Education (CERT/SPE) prepares current certified teachers working in a K-12 regular education environment as special education teachers. This program is designed to provide them with the additional coursework required for certification as a K-12 special education. Coursework in this program includes special education methods, special education assessment and interpretation, characteristics of exceptionalities, scientifically based reading instruction, methods of teaching mathematics, and inclusion strategies for the special educator. Throughout the program, students are required to complete a minimum of 30-40 hours of verifiable field experiences, covering a variety of special education settings.
For more information about our graduation rates, the median debt of students who completed the program, and other important
**Required Course of Study for the CERT/SPE**

- MTE 500 ................................................................. 0 credits
- Orientation to the Special Education Certification Program
- COM 516 ................................................................. 1 credit
- Professional Communications
- SPE 513 ~ ................................................................. 3 credits
- Orientation to the Exceptional Child
- SPE 546 ~ ................................................................. 3 credits
- Special Education Methods
- SPE 512 ~ ................................................................. 3 credits
- Special Education Assessment and Interpretation
- SPE 559 ~ ................................................................. 3 credits
- Characteristics of Learning Disabilities
- SPE 574 ~ ................................................................. 3 credits
- Characteristics of Intellectual/Developmental Disabilities
- SPE 544 ~ ................................................................. 3 credits
- Characteristics of Emotional & Behavioral Disorders
- SPE 556 ~ ................................................................. 3 credits
- Characteristics of Physical & Health Disabilities
- RDG 500 ................................................................. 3 credits
- Scientifically Based Reading Instruction
- MTH 506 ................................................................. 3 credits
- Methods of Teaching Mathematics
- SPE 575 ................................................................. 3 credits
- Inclusion Strategies of the Special Educator

The University reserves the right to modify the required course of study. Program and Certification requirements are subject to change based on Department of Education or University Policy.

**Additional Admission Requirements for the CERT/SPE**

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution. Degrees from nationally accredited institutions will not be accepted. All coursework for the undergraduate degree must have been taken from a regionally accredited institution. Coursework taken during an institution’s candidacy period is not acceptable for admission.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- Students enrolling in the CERT/SPE must have a valid elementary or secondary license.

**Certificate Completion Requirements for the CERT/SPE**

- Completion of a minimum of 31 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of Field Experience Observation Record (30-40 hours). To ensure students meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.

- Completion of e-portfolio.
- The certificate awarded for this program will read as: Special Education Generalist

**Institutional Recommendation for the CERT/SPE**

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

**Residency Requirements and Course Waivers for the CERT/SPE**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the required course of study may not be waived: COM 516, RDG 500, SPE 512, SPE 546, SPE 575

**Field Experience for the CERT/SPE**

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation/interview, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

**Course Descriptions for the CERT/SPE**
MTE 500 Ori... 0 credits

Orientation to the Special Education Certification Program
This course is designed to provide an orientation to the primary components of the Special Education Certificate Program. Students will be introduced to the program’s certificate completion requirements. Field Experience, E-Portfolio, and technology resources will be discussed.

COM 516 ................................................................. 1 credit

Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

SPE 513 ................................................................. 3 credits

Orientation to the Exceptional Child
This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

SPE 546 ................................................................. 3 credits

Special Education Methods
This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.

SPE 512 ................................................................. 3 credits

Special Education Assessment and Interpretation
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavior recommendations are discussed.

SPE 559 ................................................................. 3 credits

Characteristics of Learning Disabilities
This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

SPE 574 ................................................................. 3 credits

Characteristics of Intellectual/Developmental Disabilities
This course examines issues related to the instruction of students with intellectual and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with intellectual and developmental disabilities.

SPE 544 ................................................................. 3 credits

Characteristics of Emotional & Behavioral Disabilities
This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 556 ................................................................. 3 credits

Characteristics of Physical & Health Disabilities
This course provides an overview of the unique characteristics, learning styles, and challenges faced by children with physical handicaps and other health disabilities. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special services within the schools. Various program models available through public, private, and hospital settings will be reviewed. The impact of inclusive education and self-contained placements on this population will be analyzed.

RDG 500 ................................................................. 3 credits

Scientifically Based Reading Instruction
This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children’s performance in reading and in the language arts are also emphasized.

MTH 506 ................................................................. 3 credits

Methods of Teaching Mathematics
This course focuses on the methodology and assessment strategies that enhance learning in preschool through eighth-grade mathematics. Topics include an overview of mathematics content and process standards, developmentally effective instructional strategies, assessment, and classroom and materials management.

SPE 575 ................................................................. 3 credits

Inclusion Strategies of the Special Educator
This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY
Visual Communication Certificate Program

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Visual Communication Certificate is available to undergraduate students not enrolled in the BSIT program who wish to expand their technical knowledge using software tools for Visual Communication. Student enrolling in the Visual Communication Certificate will learn the graphic design and technology tools to create visual communications that are relevant to organizations. Students in the Visual Communication Certificate will develop a diverse portfolio of rich media that can be used in Web sites, advertising, corporate reports, business presentations, instructional materials, animated movies and electronic publications that fulfill business and training needs.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/2013-cert-vc.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the VC

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 319</td>
<td>Computers &amp; Information Processing</td>
<td>3 credits</td>
</tr>
<tr>
<td>VCT 300</td>
<td>Image Editing</td>
<td>3 credits</td>
</tr>
<tr>
<td>VCT 310</td>
<td>Web Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>VCT 320</td>
<td>Electronic Publishing</td>
<td>3 credits</td>
</tr>
<tr>
<td>VCT 410</td>
<td>Instructional Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>VCT 420</td>
<td>Multimedia Development</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the VC

All applicants to this certificate program are expected to meet the following additional admission requirements:

- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- All applicants must be currently employed or have access to a suitable work environment.

Certificate Completion Requirements for the VC

Certificate completion requirements for the CERT/VC program are as follows:

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their certificate program.

Residency Requirements and Course Waivers for the VC

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
• The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.

• The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

**Course Descriptions for the VC**

**CIS 319** ................................................................. 3 credits

**Image Editing**

This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet. This course is designed to provide the student with a thorough introduction to information processing and management, via computers, in a business environment. This course looks at the computer as a tool for use in the control of business information.

**VCT 300** ................................................................. 3 credits

**Web Design**

This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet. This course is designed to provide the student with a thorough introduction to information processing and management, via computers, in a business environment. This course looks at the computer as a tool for use in the control of business information.

**VCT 310** ................................................................. 3 credits

**Electronic Publishing**

This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet. This course is designed to provide the student with a thorough introduction to information processing and management, via computers, in a business environment. This course looks at the computer as a tool for use in the control of business information.

**VCT 320** ................................................................. 3 credits

**Instructional Design**

This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet. This course is designed to provide the student with a thorough introduction to information processing and management, via computers, in a business environment. This course looks at the computer as a tool for use in the control of business information.

**VCT 420** ................................................................. 3 credits

**Multimedia Development**

This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is on the integration of animation, audio and video content to maximize communication.

**Information Systems Security Certificate Program**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The **Information Systems Security Certificate (CERT/ISS)** is available to undergraduate students not enrolled in the BSIT program who wish to expand their technical knowledge using software tools for Information Systems Security.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-iss.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the ISS**

**CIS 319 ~** .............................................................. 3 credits

**Computers & Information Processing**

**NTC 360 ~** .............................................................. 3 credits

**Network & Telecommunications Concepts**

**POS 420 ~** .............................................................. 3 credits

**Introduction to UNIX**

**POS 427 ~** .............................................................. 3 credits

**Windows Networking**

**CMGT 440 ~** .......................................................... 3 credits

**Introduction to Information Systems Security**

**CMGT 430 ~** .......................................................... 3 credits

**Enterprise Security**

**CMGT 432 ~** .......................................................... 3 credits

**Introduction to Cryptography**

**CMGT 442 ~** .......................................................... 3 credits

**Information Systems Risk Management**

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the ISS**

All applicants to this certificate program are expected to meet the following additional admission requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.

**Certificate Completion Requirements for the ISS**
Certificate completion requirements for the CERT/ISS program are as follows:

- Completion of a minimum of 24 credits.
- A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their certificate program.

Residency Requirements and Course Waivers for the ISS

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Course Descriptions for the ISS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 319</td>
<td>Computers and Information Processing</td>
<td>3</td>
</tr>
</tbody>
</table>

This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet. This course is designed to provide the student with a thorough introduction to information processing and management, via computers, in a business environment. This course looks at the computer as a tool for use in the control of business information.

Network and Telecommunications Concepts

This course provides an overview of telecommunication systems in a business environment. Topics covered include telecommunication applications, standards, transmission, networks, computer telephony and management. The course also prepares students to perform an analysis of a company's tele/data communication requirements, to evaluate possible solutions, and to select and present a solution.

Introduction to UNIX

This course is a survey of the UNIX operations. The student will gain an understanding of the internal operations of the UNIX system, which enables the user to make efficient use of files, file systems and processes. Commands for efficient management of UNIX system files, file systems and processes are also examined.

Windows Networking

This course is a survey of Windows Networking. Topics emphasize the structure and the various applications supported by Windows Networking. The course uses Windows 2000 simulations.

Introduction to Information Systems Security

This course introduces security principles and issues that IT professionals must consider. The course surveys current and emerging security practices and processes as they relate to: information systems, systems development, operating systems and programming, database development and management, networking and telecommunications, and the Internet.

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.

Introduction to Cryptography

This course introduces cryptography and encryption concepts and how they are applied in real-world situations in order to implement strong and reliable security safeguards. This course will survey the various cryptography and encryption methods used in today's information technology and communications environments as well as to review the considerations for selecting commercial products that support encryption technology.

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 avail-
able to address the risk areas present. Organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.

**A+ Fundamentals Certificate**

*The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.*

This program is designed to help students become competent in the areas of computer hardware installation, configuration, maintenance, networking, file management, security, and troubleshooting.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-aplus.

**Required Course of Study for the CERT/APLUS**

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Note: Although the completion of courses for this certificate program does not result in A+ certification, there are course materials available including simulations, hands-on exercises, and video lectures which the student can use for certification preparation if they choose to take the certification exam.

CIS 290 ~ ...................................................................................3 credits
Personal Computer Hardware Support
CIS 292 ~ ...................................................................................3 credits
Personal Computer OS Support

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the CERT/APLUS**

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- No work experience is required.

**Certificate Completion Requirements for the CERT/APLUS**

Credit Bearing Certificate completion requirements are the following:

- Completion of the 6 credits in the Required Course of Study.
- All students must meet residency requirements as set by the Dean for each Certificate program. Students who have completed the courses required for this certificate program as part of a University of Phoenix degree program are not eligible to enroll in and earn this certificate.
- A minimum program grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as: A+ Fundamentals

**Residency Requirements and Course Waivers for the CERT/APLUS**

- Students may not waive any credits in this certificate program.
- The following courses in the required course of study may not be waived: CIS 290, CIS 292

**Course Descriptions for the CERT/APLUS**

CIS 290 ...........................................................................................................3 credits

**Personal Computer Hardware Support**

This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.

CIS 292 ...........................................................................................................3 credits

**Personal Computer OS Support**

This course is an introduction to the fundamentals of personal computer operating systems for computer software configuration, file management, performance monitoring, optimization, maintenance, recovery, and security.

**Network+ Technologies Certificate**

*The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.*

This program is designed to help students become competent in the areas of managing, maintaining, troubleshooting, installing, and configuring basic network infrastructure. The program covers local area networks (LAN), wireless networking systems (W-LAN), and wide area networks (WAN).

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/netplus.

**Required Course of Study for the NETPLUS**

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Note: Although the completion of courses for this certificate program does not result in Network + certification, there are course materials available including simulations, hands-on exercises, and video lectures which the student can use for certification preparation if they choose to take the certification exam.

NTC 245 ...........................................................................................................3 credits

**Foundation of Local Area Networks**

NTC 247 ~ ...........................................................................................................3 credits
Wireless Networking Concepts  
NTC 249 ~ ................................................................. 3 credits

Wide Area Networking Concepts  
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the NETPLUS  
All applicants are expected to meet the following admissions requirements:

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

• No work experience is required.

Certificate Completion Requirements for the NETPLUS  
• Completion of a minimum of 9 credits of the required course of study to meet University residency requirements.

• All students must meet residency requirements as set by the Dean for each Certificate program. Students who have completed the courses required for this certificate program as part of a University of Phoenix degree program are not eligible to enroll in and earn this certificate.

• A minimum grade point average (GPA) of 2.0.

• The certificate awarded for this program will read as:
  Network+ Technologies

Residency Requirements and Course Waivers for the NETPLUS  
Students may not waive any credits in this certificate program. The following courses in the required course of study may not be waived: NTC 245, NTC 247 and NTC 249

Course Descriptions for the NETPLUS  
NTC 245 ................................................................. 3 credits

Foundation of Local Area Networks  
This foundational course covers local area network topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

NTC 247 ................................................................. 3 credits

Wireless Networking Concepts  
This course explores concepts of wireless networking systems, including wireless networking and topologies; hardware protocols; hardware selection and implementation; interfaces with local-area network (LAN), metropolitan area network (MAN), and wide-area network (WAN) networks; basic wireless security; and network integration concepts.

NTC 249 ................................................................. 3 credits

Wide Area Networking Concepts  
This course covers Wide Area Networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.

Cisco Networking Fundamentals  
The following Cisco Networking Fundamentals (CCNA) certificate may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Cisco Networking Fundamentals certificate offers coursework designed to help students acquire the knowledge to install, configure and operate Local Area Network (LAN), Wide Area Network (WAN) as well as routing and switching implementations and management. This certificate covers the body of knowledge for the Cisco Certified Network Associate (CCNA) exam in preparing the student to install and configure Cisco switches and routers in multiprotocol internetworks using LAN and WAN interfaces. Courses requiring prerequisites are identified by a ~ symbol following the course number.

Preferred Sequence for the CCNA  
CIT 245 ................................................................. 3 credits

Local Area Networking Fundamentals  
CIT 249 ................................................................. 3 credits

Wide Area Network Environment  
CIT 274 ................................................................. 3 credits

Routing and Switching Implementations  
CIT 276 ................................................................. 3 credits

Routing and Switching Management  
The University reserves the right to modify the required course of study.

**Note: Students enrolled in this certificate program are ineligible to receive Federal Student Financial Aid.

Additional Admission Requirements for the CCNA  
All applicants are expected to meet the following admissions requirements:

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

• No work experience is required.
Certificate Completion Requirements for the CCNA
- Completion of 12 credits in the Required Course of Study
- All students must meet residency requirements as set by the Dean for each Certificate program.
- A minimum grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as: Cisco Networking Fundamentals

Residency Requirements and Course Waivers for the CCNA
- Students may not waive any credits in this certificate program.
- The following courses in the required course of study may not be waived: CIT 245, CIT 249, CIT 274, CIT 276

Course Descriptions for the CCNA
CIT 245......................................................................................3 credits
Local Area Networking Fundamentals
This course addresses the fundamentals of local area networking (LAN). Students will learn about Ethernet LANs, wireless LANs (WLAN), and LAN connections. This will include securing the network, transmission control protocol / internet protocol (TCP/IP), troubleshooting switches, WLAN security, and constructing a network address scheme.
CIT 249......................................................................................3 credits
Wide Area Network Environment
This course provides students with the knowledge and skills necessary to implement and support a small to medium size network using wide area networking technologies. This course covers wide area networks (WAN) connections, network environment management, small network implementation, and medium sized switched network construction. It includes enabling the internet connection, router startup and configuration, and securing the expanded network.
CIT 274 .....................................................................................3 credits
Routing and Switching Implementations
This course provides students with the knowledge and skills necessary to design, build, and maintain routing and switching technologies. Instruction covers constructing medium-sized routed networks, implementing Single-Area Open Shortest Path First (OSPF) routing protocol, Enhanced Interior Gateway Routing Protocol (EIGRP), and applying Access Control Lists (ACLs). It includes a review of routing operations and implementing Variable Length Subnet Masking (VLSM).
CIT 276 .....................................................................................3 credits
Routing and Switching Management
This course provides the knowledge and skills necessary for routing and switching management. The course covers address space management and local area network (LAN) extension into a wide area network (WAN). This includes network address translation (NAT) and port address translation (PAT), virtual private network (VPN) solutions and frame relay connectivity.

Certificate Awards
Upon completion of all courses in a certificate program and submission of the Request for Certificate form, a certificate of completion and a certificate posted transcript will be processed.

Accreditation and Affiliations
The following agencies have supported the development of the
# TUITION AND FEES

## UNDERGRADUATE (Online)

<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
</tr>
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<tbody>
<tr>
<td>Online Single Course Application Fee (non degree seeking)</td>
<td>$45.00</td>
<td>At time of application.</td>
</tr>
<tr>
<td>Credit Recognition Program/Tuition Per Credit</td>
<td>$250.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Online Tuition Per Credit Associates (9 weeks)</td>
<td>$395.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Business</td>
<td>$585.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Nursing</td>
<td>$510.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Education</td>
<td>$420.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Continuing Education Tuition</td>
<td>$175.00</td>
<td>Prior to the first class session of each course.</td>
</tr>
<tr>
<td>Education Single Courses</td>
<td>$280.00</td>
<td>Prior to the first class session of each course.</td>
</tr>
<tr>
<td>Liberal Arts Single Courses</td>
<td>$420.00</td>
<td>Prior to the first class session of each course.</td>
</tr>
<tr>
<td>Directed Study Administrative Charge (non-refundable)</td>
<td>$75.00</td>
<td>When Directed Study course is scheduled.</td>
</tr>
<tr>
<td>Book and Materials Charges</td>
<td>Varies by course</td>
<td>When books and materials are purchased.</td>
</tr>
<tr>
<td>Electronic Course Materials Charge (if applicable)- Associates (9 weeks)</td>
<td>$90.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Electronic Course Materials Charge (if applicable)- Undergraduate</td>
<td>$95.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Electronic Course Materials Charge for DCE</td>
<td>$25.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>CLEP Examination</td>
<td>Contact Your Campus Representative</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>Prior Learning Assessment Fees</td>
<td>$150.00</td>
<td>If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation.</td>
</tr>
<tr>
<td>Portfolio Submission Fee</td>
<td>$75.00</td>
<td>All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.</td>
</tr>
<tr>
<td>Check Return Fee</td>
<td>Contact Your Campus Representative</td>
<td>Upon request.</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$25.00</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>Diploma &amp; Transcript - Rush/Duplicate Fees</td>
<td></td>
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</tr>
<tr>
<td>2nd day delivery</td>
<td>$45.00</td>
<td>Upon request.</td>
</tr>
<tr>
<td>Duplicate Diploma</td>
<td>$30.00</td>
<td>Upon request.</td>
</tr>
<tr>
<td>Duplicate Certificate</td>
<td>$15.00</td>
<td>Upon request.</td>
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<tr>
<td>Transcript Rush</td>
<td>$30.00</td>
<td>Upon request.</td>
</tr>
</tbody>
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*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
GRADUATE (Online)

<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
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</thead>
<tbody>
<tr>
<td>Degree Program Application Fee</td>
<td>$45.00</td>
<td>At time of application.</td>
</tr>
<tr>
<td>Single Course Application Fee (non-degree seeking)</td>
<td>$45.00</td>
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<tr>
<td>Online Tuition Per Credit</td>
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<tr>
<td>Business and Technology</td>
<td>$740.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Nursing</td>
<td>$620.00</td>
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<tr>
<td>Education</td>
<td>$585.00</td>
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<tr>
<td>Doctoral</td>
<td>$810.00</td>
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</tr>
<tr>
<td>Continuing Education Tuition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Single Courses</td>
<td>$175.00</td>
<td>Prior to the first class session of each course.</td>
</tr>
<tr>
<td></td>
<td>$280.00</td>
<td>Prior to the first class session of each course.</td>
</tr>
<tr>
<td>Directed Study Administrative Charge</td>
<td>$75.00</td>
<td>When Directed Study course is scheduled.</td>
</tr>
<tr>
<td>(non-refundable)</td>
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<tr>
<td>Book and Materials Charges</td>
<td>Varies by course</td>
<td>When books and materials are purchased.</td>
</tr>
<tr>
<td>Electronic Course Materials Charge (if applicable)- Graduate</td>
<td>$115.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Electronic Course Materials Charge (if applicable)- Doctoral</td>
<td>$125.00</td>
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</tr>
<tr>
<td>Check Return Fee</td>
<td>Contact Your Campus Representative</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$25.00</td>
<td>Upon notification.</td>
</tr>
</tbody>
</table>

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
FACILITIES

Mountain Region
Arizona Campuses
Phoenix Area Campuses
800 776-4867
Chandler Learning Center
3075 West Ray Rd
Suite #117
Chandler, AZ 85226-2495
480 557-2800
480 557-2805 FAX

Mesa Campus
1620 South Stapley Drive, Suite #101
Mesa, AZ 85204-6634
480 557-2550
480 557-2595 FAX

Phoenix Campus
1625 West Fountainhead Pkwy
Tempe, AZ 85282-2371
602 557-2000

West Valley Campus
9520 West Palm Lane, Phoenix, AZ 85037-4442
623 824-7100
623 824-7140 FAX

Southern Arizona Campuses
800 659-8988
300 S Craycroft Road
Tucson, AZ 85711-4574
520 881-6512
520 795-6177 FAX

Nogales Learning Center
870 West Shell Road
Nogales, AZ 85621-1059
520 377-2290
520 377-2296 FAX

Tucson - River Road Campus
555 East River Road
Suite 201
Tucson, AZ 85704-5822
520 408-8202
520 888-6561 FAX

South Jordan Learning Center
10235 South Jordan Gateway
Jordan, UT 84095-4186
801 727-3000
801 727-3030 FAX

St. George Learning Center
965 East 700 South
St. George, UT 84790-4082

Plains Region
Colorado Campuses
Colorado Main Campus
and Regional Office
10004 Park Meadows Drive
Lone Tree, CO 80124-5453
800 441-2981
303 575-9090
303 662-0911 FAX

Fort Collins Learning Center
2720 Council Tree Ave.
Suite #200
Fort Collins, CO 80525-6306
970 226-1781

Turnpike Campus
8700 Turnpike Drive
Westminster, CO 80031-7030
303 487-7155
303 487-7161 FAX

Northern Nevada Campus
10345 Professional Circle
Suite #200
Reno, NV 89521-5862
775 828-7999
775 828-3384 FAX

Colorado Springs Downtown Learning Center
2 North Cascade Avenue
Suite #100
Colorado Springs, CO 80903-1620
719 527-9000
719 527-4892 FAX

Iowa Campus
Des Moines Campus
317 6th Avenue
Des Moines, IA 50309
515 267-8567 FAX
515 267-8218
515 267-8567 FAX

North Davis Learning Center
1366 Legend Hills Drive
Suite 200
Clearfield, UT 84015-1585
801 825-1891
801 773-5297 FAX

Cedar Rapids Student Resource Center
3726 Queen Court SW
Suite #203
Cedar Rapids, IA 52404
319 784-1100
319 396-3513 FAX

Nebraska Campus
Omaha Campus
13321 California Street
Suite 200
Omaha, NE 68154-5240
402 334-4936
402 334-0906 FAX

Southwest Region
New Mexico Campuses
New Mexico Campus
5700 Pasadena Ave NE
Albuquerque, NM 87113
505 821-4800
505 797-4871 FAX

Santa Teresa Campus
1270 Country Club Road
Santa Teresa, NM 88008-9725
800 757-7133
505 589-0116
505 589-1711 FAX

Texas Campuses
Austin Campus
10801-2 North Mopac
Suite 300
Austin, TX 78759-5459
512 344-1400
512 340-0933 FAX

Killeen Learning Center
902 West Central Texas Expwy
Suite #300
Killeen, TX 76541-2566
254 501-6900
254 501-3405 FAX

Dallas Campus
12400 Coit Road
Suite 200
Dallas, TX 75251-2009
972 385-1055
972 385-1700 FAX
<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Houston Campus</strong></td>
<td>11451 Katy Freeway Suite #100</td>
<td>713 465-9966</td>
<td>713 465-2686 FAX</td>
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<tr>
<td><strong>Woodlands Learning Center</strong></td>
<td>24624 Interstate 45 N Spring, TX 77386</td>
<td>281 298-3500</td>
<td></td>
</tr>
<tr>
<td><strong>McAllen Campus</strong></td>
<td>4201 South Shary Road Mission, TX 78572</td>
<td>956 519-5800</td>
<td>956 519-5840 FAX</td>
</tr>
<tr>
<td><strong>San Antonio Campus</strong></td>
<td>8200 IH-10 West Suite 910 San Antonio, TX 78230-3876</td>
<td>210 524-2100</td>
<td></td>
</tr>
<tr>
<td><strong>West Loop Learning Center</strong></td>
<td>4888 Loop Central Drive Houston, TX 77081-2214</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Arlington Student Resource Center</strong></td>
<td>3900 Arlington Highlands Blvd, Suite #237 Arlington, TX 76018-6038</td>
<td>817 515-4200</td>
<td>817 557-2245</td>
</tr>
<tr>
<td><strong>Shreveport-Bossier Campus</strong></td>
<td>350 Plaza Loop Drive Building E Bossier City, LA 71111-4390</td>
<td>318 549-8920</td>
<td>318 549-8921 FAX</td>
</tr>
<tr>
<td><strong>Mississippi Campus</strong></td>
<td>Jackson Campus 120 Stone Creek Blvd Flowood, MS 39232-8205 601 664-9600</td>
<td>601 664-9599 FAX</td>
<td></td>
</tr>
<tr>
<td><strong>Oklahoma Campuses</strong></td>
<td>Oklahoma City Campus 6501 North Broadway Suite 100 Oklahoma City, OK 73116-8244 405 842-8007 405 841-3386 FAX</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tulsa Learning Center</strong></td>
<td>14002 East 21st Street Suite #100 Tulsa, OK 74134-1412 918 622-4877</td>
<td>918 622-4981</td>
<td></td>
</tr>
<tr>
<td><strong>Midwest Region</strong></td>
<td>800 833-2438</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Kansas Campuses</strong></td>
<td>Lenexa Learning Center 8345 Lenexa Drive Suite #200 Lenexa, KS 66214-1654 816 943-9600</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Michigan Campuses</strong></td>
<td>Ann Arbor Learning Center 315 East Eisenhower Parkway Suite #12 Ann Arbor, MI 48108-3330 734 994-0816 734 994-1663 FAX</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Minnesota Campuses</strong></td>
<td>Minneapolis/St. Paul Campus 435 Ford Road Suite #100 St. Louis Park, MN 55426-1063 952 487-7226 952 540-1051 FAX</td>
<td></td>
<td></td>
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<tr>
<td><strong>Missouri Campuses</strong></td>
<td>St. Louis Campus 13801 Riverport Drive Suite #102 St. Louis, MO 63043-4828 314-298-9755 314 291-2901 FAX</td>
<td></td>
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<tr>
<td><strong>Wisconsin Campuses</strong></td>
<td>Milwaukee Main Campus 10850 West Park Place Suite 150 Milwaukee, WI 53224 414 410-7900 414 359-0268 FAX</td>
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<tr>
<td><strong>Illinois Campuses</strong></td>
<td>Chicago Campus 1500 Mc Connor Parkway Suite #700 Schaumburg, IL 60173-4399 847 413-1922 847 413-8706 FAX</td>
<td></td>
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<tr>
<td><strong>Indiana Campuses</strong></td>
<td>Indianapolis Campus 7999 Knue Road Suites #100 and 500 Indianapolis, IN 46250-1932 317 585-8610 317 585-8670</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NW Indiana Campus</strong></td>
<td>8401 Ohio Street Merrillville, IN 46410-5572 219 794-1500 219 769-6527 FAX</td>
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<td></td>
</tr>
</tbody>
</table>
Kentucky Campuses

Louisville Campus
10400 Linn Station Road
Suite #120
Louisville, KY 40223-3839
502 423-0149
502 423-7719 FAX

Southeast Region

Alabama Campus
Birmingham Campus
100 Corporate Parkway
Suite 250 and 150
Birmingham, AL 35242-2928
205 747-1001
205-421-1201 FAX

Arkansas Campuses

Little Rock Campus
10800 Financial Centre Parkway
Little Rock, AR 72211-3500
501 225-9337
501 223-1431 FAX

Northwest Arkansas Learning Center
903 N 47th Street
Barrington Centre 2
Rogers, AR 72756-9615
479 986-0385
479 464-4960 FAX

Pinnacle Hills Learning Center
1800 S 52nd Street
Suite #100 and 103
Rogers, AR 72758-8612
479 553-5700
479 553-5701 FAX

Georgia Campuses

Atlanta Campus
8200 Roberts Drive
Suite #300
Sandy Springs, GA 30350-4153
678 731-0555
678 731-9666 FAX

DeKalb Learning Center
2600 Century Parkway, NE
Suite # 250
Atlanta, GA 30345-3125
404 443-6900
404 443-6901 FAX

McDonough Learning Center
2030 Avalon Parkway
Suite #100
McDonough, GA 30253
770 268-4100
770 268-4101 FAX

Augusta Campus
3150 Perimeter Parkway
Augusta, GA 30909-4383
706 868-2000
706 868-2099 FAX

Augusta Campus Annex
3152 Perimeter Parkway
Augusta, GA 30909-4383
706 868-2000
706 868-2099 FAX

Columbus-Georgia Campus
7200 North Lake Drive
Columbus, GA 31909
706 320-1266
706 320-1970 FAX

Gwinnett Learning Center
2470 Satellite Boulevard
Suite #150
Dalton, GA 30096-1257
770 500-1500
770 495-8242 FAX

Savannah Campus
8001 Chatham Center Drive
Suite 200
Savannah, GA 31405-7400
912 232-0531
912 232-6922 FAX

Florida Campuses

South Florida Main Campus
2400 SW 145th Avenue
Miramar, FL 33027-4145

Kendall Learning Center
13400 SW 120th Street
Suite #300
Miami, FL 33186
305 378-2700
305 378-2710 FAX

Miami Learning Center
11410 NW 20th Street
Suite #100
Miami, FL 33172
305 428-4910
305 428-4911 FAX

Cypress Creek Learning Center
550 West Cypress Creek Road, Suite 150
Pt. Lauderdale, FL 33309-6169
954 382-5303
954 382-5304 FAX

North Florida Campus
4500 Salisbury Road
Suite # 200
Jacksonville, FL 32216-0959
904 636-6645
904 636-0998 FAX

Oakleaf Learning Center
9775 Crosshill Blvd
Suite A-1, A-2
Jacksonville, FL 3222-5823
904 779-4500
904 779-4501 FAX

Oakleaf II Learning Center
9785 Crosshill Blvd
Jacksonville, FL 3222-5823
904 779-4500
904 779-4501 FAX

North Carolina Campuses

Charlotte Campus
3800 Arco Corporate Drive
Suite #100
Charlotte, NC 28273-3409
704 504-5409
704 504-5360 FAX

Asheville Learning Center
30 Town Square Boulevard
Suite #220
Asheville, NC 28803
828 654-1000
828 654-1001 FAX

Charlotte North Learning Center
10925 David Taylor Drive
Charlotte, NC 2826-1041
704 504-5409
Greensboro Learning Center  
1500 Pinecroft Road  
Suite 110  
Greensboro, NC 27407-3808  
336 291-1500  
336 291-1501 FAX

Raleigh Campus  
5511 Capital Center Drive  
Suite 390  
Raleigh, NC 27606-4166  
919 854-2121  
919 854-2120 FAX

Brier Creek Learning Center  
8045 Arco Corporate Drive, Suite 100  
Raleigh NC 27617-2010  
919 317-3354  
919 317-3355 FAX

Fayetteville Learning Center  
639 Executive Place, Suite 301  
Fayetteville, NC 28305-5123  
910 485-9000  
910 485-9001 FAX

South Carolina Campus  
Columbia Campus  
1001 Pinnacle Point Drive  
Columbia, SC 29223-5733  
803 699-5096  
803 699-7651 FAX

Puerto Rico Campuses  
Puerto Rico Campus  
Santander Tower  
at San Patricio  
B-7 Tabonuco St.  
Suite 700  
Guaynabo, PR 00968-3003  
787 731-5400  
787 731-1510 FAX  
800 981-0688

Northeast Region  
Connecticut Campus  
Fairfield County  
535 Connecticut Ave  
Norwalk, CT 06854-1700  
203 523-4700  
203 523-4799 FAX

Virginia Campuses  
Arlington Learning Center  
1800 South Bell Street  
Arlington, VA 22202-3546  
703 376-6100  
Northern Virginia Campus  
11730 Plaza America Drive  
Suite #200  
Reston, VA 20190-4742  
703 376-6100  
703 435-2160 FAX

Richmond Campus  
9750 West Broad Street  
Glen Allen, VA 23060  
804 288-3390  
804 288-3614 FAX

Virginia Beach Learning Center  
150 Central Park Ave  
Virginia Beach, VA 23462  
757 499-1671 FAX

Maryland Campuses  
Maryland Campus  
8830 Stanford Boulevard  
Suite #100  
Columbia, MD 21045-5424  
410 872-9001  
410 872-0326 FAX

Greenbelt Learning Center  
7852 Walker Drive  
Suite #100  
Greenbelt, MD 20770-3245  
301 345-6710  
301 345-8401 FAX

Rockville Learning Center  
9601 Blackwell Road, Suite #1  
Rockville, MD 20850-6477  
240 314-0511  
240 314-0139 FAX

Timonium Learning Center  
1954 Greenspring Drive  
Suite #100  
Timonium, MD 21093-4109  
410 560-0055  
410 560-1384 FAX

Massachusetts Campuses  
Boston Campus  
19 Granite Street  
Suite #300  
Braintree, MA 02184-1744  
781 228-4507  
602 383-9738 FAX

New Jersey Campus  
Jersey City Campus  
100 Town Square Place, Suite #305  
Jersey City, NJ 07310-2778  
201 610-1408  
201 610-0450 FAX

Pennsylvania Campuses  
Harrisburg Campus  
4050 Crums Mill Road  
Harrisburg, PA 17112-2894  
717-540-3300  
717-540-3301 FAX

Philadelphia Campus  
1170 Devon Park Drive  
Wayne, PA 19087-2121  
610 989-0880  
619 989-0881 FAX

Warrington Learning Center  
1565 Main Street  
Warrington, PA 18976-3400  
215 918-5300

City Center Learning Center  
30 South 17th Street  
Philadelphia, PA 19103-4001  
267 234-2000  
267 561-0874 FAX

Pittsburgh Campus  
Penn Center West  
Building 6, Suite #100  
Pittsburgh, PA 15276-0109  
412 747-9000  
412 747-0676 FAX

Washington, DC Campus  
25 Massachusetts Ave. NW  
Washington, DC 20001-1431  
202 432-2520

West Region  
West Regional Administration  
10540 Tallburt Avenue, Suite 120 (West)  
Fountain Valley, CA 92708  
800 888-1968  
714 378-5275 FAX

Northern California Central Office and Branches  
Northern California Office  
2890 Gateway Oaks Drive, Suite #100 & 200  
Sacramento, CA 95833-3632  
800-769-4867  
916 923-2107  
916 648-9130 FAX

Bay Area Region - San Jose  
3590 North First Street  
Suite #101  
San Jose, CA 95134-1805  
800 640-0622  
408 435-0174  
408 435-8250 FAX

Livermore Branch  
2481 Constitution Drive  
Livermore, CA 94551-7573  
800 769-4867  
925 847-7640  
925 965-6101 FAX

Oakland Branch  
1200 Clay Street  
Suite #200  
Oakland, CA 94612-1424  
877 478-8336  
510 457-3300  
510 457-3340 FAX

Central Valley Region  
49 River Park Place West  
Suite #101  
Fresno, CA 93720-1562  
888 722-0055  
559 451-0334  
559 451-0381 FAX

Bakersfield Branch  
4900 California Avenue, Tower A, Suite #300  
Bakersfield, CA 93309-7018  
800 697-8223  
661 633-0300  
661 633-2711 FAX

Visalia Branch  
301 E. Acquia  
Visalia, CA 93291-6341

Sacramento Valley Region  
2860 Gateway Oaks Drive, Suite #200  
Sacramento, CA 95833-4334  
916 923-2107  
916 648-9110 FAX
Fairfield Branch
5253 Business Center Drive,
Fairfield, CA 94534-1630
707 207-0750
707 207-0989 FAX

Lathrop Branch
17000 South Harlan Road
Lathrop, CA 95330-8738
209 858-0298
209 858-2840 FAX

Modesto Branch
5330 Pinrone Road
Salida, CA 95368
209 543-0153
209 543-0236 FAX

San Diego Region
9645 Granite Ridge Drive
Suite #250
San Diego, CA 92123-2658
858 576-1287

Chula Vista Branch
2060 Otay Lakes Road
Chula Vista, CA 91915-1362
619 591-7028
619 470-4597 FAX

El Centro Branch
502 West Aten
Imperial, CA 92251-9423
760 370-9039 FAX

Palm Desert Branch
34100 Gateway Drive
Palm Desert, CA 92211
800 473-4346

San Marcos Branch
30 Rancheros Drive
San Marcos, CA 92069
760 510-8253
760 510-8420 FAX

Southern California Region
3090 Bristol Street
Costa Mesa, CA 92626-3099
800 888-1968
714 913-2709 FAX

Diamond Bar Branch
1370/South Valley Vista Drive,
Diamond Bar, CA 91765-3921
800 888-1968
909 396-5854 FAX

Gardena Branch
1515 West 190 Street
Suite #450
Gardena, CA 90248-4319
800 888-1968
310 525-2684 FAX

La Palma Branch
6 Centerpointe Drive
La Palma, CA 90623-2503

Lancaster Branch
1220 West Avenue J,
Lancaster, CA 93534-2902
800 888-1968
661 940-7203 FAX

Murrieta Branch
25240 Hancock Ave
Murrieta, CA 92562-5990
800 888-1968
951 677-1748 FAX

Ontario Branch
3110 East Guasti Road,
Ontario, CA 91764-7631
800 888-1968
909 334-2194 FAX

Pasadena Branch
299 North Euclid Ave.
Suite # 100
Pasadena, CA 91101-1531
800 888-1968
626 793-9245 FAX

San Bernardino Branch
451 East Vanderbilt Way,
Suit# 200
San Bernardino, CA 92408-3610
800 888-1968
909 890-2375 FAX

San Diego Campuses

Western Washington Campus
7100 Fort Dent Way
Suite #100
Tukwila, WA 98188-8553
425 572-1600
206 246-3110 FAX
206-246-3111 FAX

Lynnwood Learning Center
20700 44th Ave West
Lynnwood, WA 98036
425 744-3900
425 744-3930 FAX

Tacoma Learning Center
112 Pacific Ave
Tacoma, WA 98402
253 620-3400
253 620-3430 FAX

Oregon Campuses

Oregon Campus
13221 SW 68th Parkway
Suite #500
Tigard, OR 97223-8368
503 495-2900
503 670-0614 FAX

Cascades Station Learning Center
9600 NE Cascades Parkway
Suite #200
Portland, Oregon 97220-6831
503 280-7300
503 280-7301 FAX

Salem Learning Center
670 Hawthorne Avenue SE
Suite #110
Salem, OR 97301-6884
503 364-5695

Hawaii Campuses

Hawaii Campus
745 Fort Street
Honolulu, HI 96813-4317
808 536-2686
808 536-3848 FAX

Kapolei Learning Center
949 Kamokila Blvd
Kapolei, HI 96707
808 693-8868
808 674-2655 FAX

Miliani Learning Center
95-1249 E Meheula Parkway
Suite 106
Hawaii Campus
808 625-7004
808 625-7749 FAX

Washington Campuses
877 877-4867

Western Washington Campus
7100 Fort Dent Way
Suite #100
Tukwila, WA 98188-8553
425 572-1600
206 246-3110 FAX
206-246-3111 FAX

Lynnwood Learning Center
20700 44th Ave West
Lynnwood, WA 98036
425 744-3900
425 744-3930 FAX

Tacoma Learning Center
112 Pacific Ave
Tacoma, WA 98402
253 620-3400
253 620-3430 FAX

Oregon Campuses

Oregon Campus
13221 SW 68th Parkway
Suite #500
Tigard, OR 97223-8368
503 495-2900
503 670-0614 FAX

Cascades Station Learning Center
9600 NE Cascades Parkway
Suite #200
Portland, Oregon 97220-6831
503 280-7300
503 280-7301 FAX

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Suite #110
Salem, OR 97301-6884
503 364-5695

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International Campuses

European Military Campus
Hebelstrasse 22
69115 Heidelberg
Germany
011-49-6221-705-0640
011-49-6221-705-0619 FAX

Asia Pacific Military Campus
Kadena AFB
18 MSS/DPE Unit 5134
APO AP 96368
011-81-611-732-8508
011-81-611-734-5303 FAX

Online Region

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Tempe, AZ 85282-2371
480-672-1200

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ACADEMIC CABINET

Academic Cabinet Members
The Academic Cabinet shall be comprised of the following voting members:

- A Public Member of the University Board of Directors (Chairperson)
- The Provost (Vice-Chairperson)
- The Vice President for Academic Affairs Operations
- The Vice President of Instructional Materials and Technology
- The Associate Vice Presidents of Academic Affairs
- A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Undergraduate Bachelor programs.
- A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Graduate Master’s programs.
- A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Graduate Doctorate programs.
- Two Lead faculty members from the Associates programs.

Academic Council Members
The Academic Council shall be comprised of the following members:

- Provost is Chairperson and the Vice Provost is Vice-Chairperson. The Chairperson and Vice-Chairperson are non-voting members.
- The following members are voting members:
  - Vice President of Office of Admissions and Records
  - Associate Provosts
  - Deans of the Colleges
  - Representative from Registrar’s Office, Office of Admissions and Records
  - Representative from Admissions, Office of Admissions and Records
  - Representative from Academic Affairs Operations
  - Representative from Academic Administration
  - Representative from Office of Dispute Management
  - Representative from Financial Aid
  - Representative from Student Services
  - Representative from Financial Services

Where a representative is indicated, the representative shall be designated by the University official responsible for the stated functional area.

Academic Implementation Council Members
- College Deans and Associate Deans
- Regional Directors and Directors of Academic Affairs
- Vice Presidents of Enrollment
- Vice Presidents of Student Financial Aid
- Regional Directors, Directors, and Managers of Operations/Student Services/Enrollment/Apollo Learning and Professional Development
- Office of Admissions & Records
- Directors & Management
- Campus Vice Presidents/Directors
- Program and Policy Implementation teams
- Veterans Affairs
- Apollo Affairs
- Compliance
- University Strategy
- Strategic Integration and Organizational Effectiveness
- Office of Dispute Management
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COLLEGE OF HUMANITIES AND SCIENCES

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Robert Ridel, PhD

Associate Deans
Kacie McCollum, EdD
David Dean, PhD
Natasha Bryant, PhD
Shawn McCowan, PhD

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Austin Campus
Glen Sefcik, MA
Angelo State University

Birmingham Campus
Teresa Riddle, PhD

Boston Campus
Ronald Pacy, PhD
State University of New York at Buffalo

Central Florida Campus
Janna Cleague, MS
State University of New York

Charlotte Campus
Melissa Nethery, PhD
The Southern Baptist Theological Seminary

Cincinnati Campus
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Texas Tech University

Dallas Campus
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Johns Hopkins University

Detroit Campus
Kevin Walsh, MA
Oakland University

El Paso Campus
Eugene Finke, EdD
New Mexico State University

Little Rock Campus
Katy Jones, MA/COM
University of Arkansas

Maryland Campus
Veronica Boutte, PhD
University of South Africa

Memphis Campus
Jennifer Meunier, MA
Idaho State

Nashville Campus
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Vanderbilt University

Northern Virginia Campus
Andrea Dise, DM
University of Phoenix

Philadelphia Campus
Marianne Murawski, PhD
University of Maryland College Park

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Valary Rawlings, MEd
Virginia State University

South Florida Campus
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Nazareth College of Rochester

West Michigan Campus
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University of Kansas

Central Valley Campus
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California State University - Fresno

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Cynthia Carter, MSN
University of Phoenix

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

• English
• Communications
• Humanities
• History
• Mathematics
• Sciences

Faculty
For a list of local faculty in the College of Humanities and Sciences, contact your campus Director of Academic Affairs.
COLLEGE OF NATURAL SCIENCES

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University of New Orleans

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Lisa Sanders, MHA
Webster University

Jersey City Campus
Robert Gabriel, PhD
University of Illinois

Little Rock Campus
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University of Arkansas For Medical Sciences

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Nashville Campus
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Austin Peay State University

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Loyola University Chicago

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The Pennsylvania State University

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Assistant Dean

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Las Vegas Campus
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Alliant International University Los Angeles

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Tennessee State University

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Claremont Graduate University

Augusta Campus
Dwayne Garnett, MA/HA

Cleveland Campus
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University of Akron

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El Paso Campus
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University of Texas

Houston Campus
Kenneth Farenick, EdD
Texas Southern University

North Florida Campus
Michelle Bailey, EdD
Nova Southeastern University

Puerto Rico Campus
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University of Maryland

Savannah Campus
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Argosy University

Bay Area Campus
Kristin Denver, PsyD
Argosy

Central Valley Campus
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National University

Chicago Campus
Mabel Menard, MBA/HRM

Kansas City Campus
Vernon Fields, PhD
University of Phoenix

New Mexico Campus
Linda Salomone, PhD
University of New Mexico

Northern Nevada Campus
Katherine Unthank, PhD
The Institute of Transpersonal Psychology

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Oklahoma City University
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Central Florida Campus  
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Boston Campus  
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Bay Area Campus  
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Austin Campus  
Maryjo Trombley, PhD  
Southern California Campus  
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California State University - Sacramento  
San Diego Campus  
Lynn Lunceford, PsyD  
Alliant International University Cornerstone  
Southern Arizona Campus  
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Southern California Campus  
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Webster University  
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Maurice Shihadi, EdD  
Pepperdine University  
Memphis Campus  
Adam Carr, PhD  
Dalhousie University  
Milwaukee Campus  
Walter Goodwyn, MBA  
Appalachian State University  
Minneapolis/St. Paul Campus  
Lisa Kangas, PhD  
Capella University  

Utah Campus  
Sarah DeHaan MSC/MHC  
University of Phoenix  
Utah Campus  
Jan Adams MA  
Campus Area Chairs  
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.  
• Counseling  
• Human Services  
• Psychology  
Faculty  
For a list of local faculty in the College of Social Sciences, contact your campus Director of Academic Affairs.  

Dean  
Bill Berry, D.Mgt  
Associate Deans  
Alisa Fleming, MBA  
Assistant Deans  
Erik Spoelstra, MBA  
Kevin Wihelmsen, MBA  
Campus College Chairs  
Asia Military Campus  
Brent Duncan, PhD  
Atlanta Campus  
Sam Sanders, PhD  
North Central  
Austin Campus  
John Carroll, MBA, MS  
North Dakota State University  
Baton Rouge Campus  
Barbara Holloway, DBM  
Crenoble Ecole De Management  
Bay Area Campus  
Vlad Genin, PhD  
Moscow State University  
Boston Campus  
John DiCicco, PhD  
Capella University  
Central Florida Campus  
Edythe McNickle, PhD  
Capella University  
Central Valley Campus  
Doris Blanton, MA  
University of Phoenix  
Colorado Campus  
Carol Gianfrancisco, MAEd  
University of Colorado  
Las Vegas Campus  
Jenean Brantley, MSC  
University of Phoenix  
Las Vegas Campus  
Linda Fuhriman, MBA  
Ashford University  
Phoenix Campus  
Tony Floda, PhD  
Walden University  
Sacramento Valley Campus  
Rosamaria Cerezo, MAOM  
University of Phoenix  
San Diego Campus  
Barbara Burt, PsyD  

University of Phoenix, 2013-2014  
FACULTY  
UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS
Richmond Campus
Adrian Allen, DBA
San Antonio Campus
Frank Bearden, PhD
Sacramento Valley Campus
Tim Sheaffer, JD
    University of The Pacific
San Diego Campus
Cecilia Williams, PhD
    Claremont Graduate University
Southern Arizona Campus
Bill Ardern, MSBA
Southern California Campus
Elisa Magill, PhD
    Alliant International University
St. Louis Campus
Ronald Cook, PhD
Utah Campus
David Francom, MBA
    University of Utah
Western Washington Campus
George Kelley, MBA
    Marylhurst University

Program Managers

Atlanta Campus
John Carter III, MBA
    University of Phoenix
Boston Campus
Mohammad Agwa, PhD
    Warsaw School of Economics
Central Florida Campus
Michael Malcolm, MBA
    Naval Post Graduate School
Charlotte Campus
Bill Crigger, MBA
    West Virginia University
Dallas Campus
Robert Stokes, MS
    University of Southern California
Detroit Campus
Patricia Munson, MPA
    University of Detroit Mercy
El Paso Campus
Wayne Diggs, MS
    Southwestern University
Fairfield County Campus
Robert Orlando, MBA
    Sacred Heart University
Houston Campus
Gregory Wagner, MBA
    University of Phoenix
Jersey City Campus
Richard Dunn, MBA
    Fairleigh Dickinson University
Nashville Campus
Jeanine Sandford, MBA
    University of Phoenix
North Florida Campus
Michael Hilley, MM
    University of Phoenix
San Antonio Campus
Deborah Thigpen, DM
    University of Phoenix
South Florida Campus
Richard Dettling, MS/HRM
    Nova Southeastern University
Online Campus
Eric Jacobson, MBA
    University of Phoenix
    Brian De Palma, MBA
    University of Phoenix
    Nickie Karcher, MBA
    University of Phoenix
Central Valley Campus
Juan Aldape, MBA/HR
    University of Phoenix
Colorado Campus
Gabrielle Lavia, MAEd
    University of Phoenix
Las Vegas Campus
Pat Towne, MBA
    University of Nevada
Phoenix Campus
Gloria Pearson, MBA
    Depaul University
Sacramento Valley Campus
Cornelius Brown MA, MS
    National University,
    University of Phoenix
Southern Arizona Campus
Scott Myers, MBA
    University of Phoenix
Southern California Campus
Dennis Edwards, MA/HRM
    University of Redlands
Utah Campus
Richard Jaussi, MBA
    Brigham Young University - Provo
Western Washington Campus
Shasta Nicholson, MBA
    University of Phoenix

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Accounting
- Financial Planning, Control, and Risk Management
- Law
- Management
- Organizational Behavior and Development
- Public Administration
- Strategic Analysis and Planning

Faculty

For a list of local faculty in the School of Business, contact your campus Director of Academic Affairs.
COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Dean
Blair A Smith, PhD

Associate Dean
Bradley Purdy, DM

Campus College Chairs
Augusta Campus
Marvin Jones, MBA
Brenau University

Cleveland Campus
Rich Spinner, MSSM
University of Southern California

Phoenix Campus
Troy Adams, MBA
University of Phoenix

San Diego Campus
Paul Porch, MBA/TM
University of Phoenix

Utah Campus
Ken Sardoni, MS
University of Denver

Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

• Analysis and Communications

College of Health Sciences and Nursing

Associate Dean
Angela M. Strawn, RN MSN
Beth Patton, MN, MAM

Assistant Deans
Janeen Dahn, MSN/FNP C
Kerrie Downing, MSN
Christina Neider, MAEd, MSP

Campus College Chairs
Central Florida Campus
Paula Berry-Zeller, MSN, RN
University of Phoenix

Detroit Campus
Antoinette Dzedzic, MSN
Madonna University
Northern Virginia Campus
Sharon Berry, MSN/HA
University of Phoenix

South Florida Campus
Judith Fernandez, MSN
Florida atlantic University

Bay Area Campus
Teena Evans, MSN
University of Phoenix

Central Valley Campus
Cathy Andrade, MSN, RN
Maryville University of Saint Louis

Colorado Campus
Cathy Jaynes, PhD
The Ohio State University

Hawaii Campus
Glenda Tali, MSN
University of Phoenix

Minneapolis/St. Paul Campus
Kerrie Downing, MSN
Queen’s University

Phoenix Campus
Erich Widemark, PhD
Capella University

San Diego Campus
Sandra Huppenbauer, MSN
Wayne State University

Southern Arizona Campus
Kathy Watson, MS/FNP
University of Michigan

Southern California Campus
Mary DeNicola, PhD
Frontier Nursing University

Cleveland Campus
Lawrence Fergus, MSN
University of Phoenix

Program Managers
Online Campus
Nye Clinton, MA/H
State University of New York at Buffalo

Colorado Campus
Jennifer Freeman, RN, MSN
University of Phoenix

Hawaii Campus
Juanito Torres, MSN
University of Phoenix

Phoenix Campus
Gwen Wodiuk, MSN
University of Phoenix

Southern California Campus
Victoria Greenberg MSN
California State University, Long Beach

Sacramento Valley Campus
Karen Ippolito, RN, FNP
University of California, San Francisco

Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

• Health and Wellness
• Nursing

Faculty
For a list of local faculty in the College of Information Systems and Technology, contact your campus Director of Academic Affairs.
COLLEGE OF EDUCATION

Dean
Meredith A. Curley, EdD

Associate Deans
- Andy Drotos, PhD
- Becky Lodewyck, EdD
- Sandra McCarty, EdD

Assistant Deans
- Jeremy Moreland, PhD
- Keith Bennett, MAEd

Campus College Chairs
- Central Florida Campus: Jack Green, EdD
- El Paso Campus: Delila Cramer, MED
- North Florida Campus: Bradley Johnson, PhD
- Puerto Rico Campus: Lorraine Arbelo, EdD
- San Antonio Campus: Sharon Michael-Chadwell, EdD
- South Florida Campus: Alexandra Escobar, MAED
- Asia Military Campus: Linda Williams, EdD
- Europe Military Campus: Keith Bennett, MAED

Online Campus
- Ali McManus, MED
  National University
- Patricia Wick, MAE
  California State University--Bakersfield

Bay Area Campus
- Cathy Malone, MAEd
  Temple University

Colorado Campus
- Bill Weeks, EdD
  Nova Southeastern University

Hawaii Campus
- Vacant

Indianapolis Campus
- Marg Mast, PhD
  University of Texas at Austin

Kansas City Campus
- Charles Wittenberg, PhD

Las Vegas Campus
- Eve Breier, EdD
  Nova Southeastern University

New Mexico Campus
- Becky Kappus, MAEd
  University of New Mexico

Oregon Campus
- Robert Hamm, MAEd
  Lewis and Clark College

Phoenix Campus
- Alfonso Alva, EdD
  Arizona State University
- Kelly LeRossignol, MAEd
  University of Phoenix

San Diego Campus
- Julie Taylor, MA
  University of California--Davis

Southern Arizona Campus
- Kathleen Woods, EdD
  Northern Arizona University

Southern California Campus
- Lori Curci-Reed, EdD
  University of West Florida

St. Louis Campus
- Janis Wiley, EdD

Utah Campus
- Maryann O'Brien

Program Managers
- Online Campus: Deanna Kretchmer, MECN
  University of Phoenix
- Janelle Godfrey, MAED
  Governors State University
- Pamela Robbins, EDD
  University of Phoenix
- Patrick Crisp, MAED
  Arizona State University

Colorado Campus
- Christopher Copen, MAEd
  University of Denver

Indianapolis Campus
- Suzanne Olson, MAEd
  University of Illinois at Chicago

Los Vegas Campus
- Esther Kassouf, MAED
  University of Nevada

Northern Nevada Campus
- Kimberly Smokers-Bass, Ed.D.
  University of La Verne

Phoenix Campus
- Diana Lucero, MAEd
  University of Phoenix

Utah Campus
- John Shoell, MA

Campus Area Chairs

For a list of local faculty in the College of Education, contact your campus Director of Academic Affairs.

SCHOOL OF ADVANCED STUDIES

Dean
Jeremy Moreland, PhD

Associate Deans
- Jack Crews, EdD
- Aaron Cowe, EdD
- Rob Olding, PhD

Assistant Dean
Angie Lipschuetz, PhD

Campus College Chairs

Business
- Holly Rick, PhD
  Capella University

Education
- Lilia Santiguine, PhD

Nursing
- Francine Nelson, PhD
  University of Nebraska

Research
- Diane Gavin, PhD
  Syracuse University

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Business Administration
- Education (k-12)
- Health Administration
- Higher Education
- I/O Psychology
- Management
- Nursing
- Research

For a list of local faculty in the School of Advanced Studies, contact your campus Director of Academic Affairs.

Faculty
For a list of local faculty in the College of Education, contact your campus Director of Academic Affairs.