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ONLINE

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

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

Dr. John G. Sperling
Founder

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Annual Security Report Notice

The University of Phoenix annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes the sex offender registry, institutional policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters. You can obtain a copy of this report by contacting your local Campus Security Authority or by accessing the following Web site: http://www.phoenix.edu/about_us/campus-safety.html.

University of Phoenix is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes University of Phoenix to offer and/or advertise and recruit for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council 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 Council at P.O Box 43420, Olympia, WA 98504-3430.

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University of Phoenix is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer 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 APRIL 1, 2016

GENERAL POLICY UPDATES

- The State Authorization and Contact Information for Filing Complaints was updated. (see CONSUMER INFORMATION)
- The Evaluation of Transfer Activity was updated. (see UNIVERSITY POLICIES)
- The University Library was updated. (see UNIVERSITY OF PHOENIX)
- The Student Technology Recommendations and Competencies were updated. (see THE UNIVERSITY'S TEACHING AND LEARNING MODEL)
- The Application Process was updated. (see UNDERGRADUATE PROGRAMS)
- The Application Process was updated. (see GRADUATE PROGRAMS)
- The Disability Services Office Contact Information was updated. (see UNIVERSITY POLICIES)
- The Student Identification Numbers section was updated. (see UNIVERSITY POLICIES)
- The Name and Social Security Number Changes section was updated. (see UNIVERSITY POLICIES)
- The General Education section was updated. (see UNDERGRADUATE PROGRAMS)
- The Emphasis on Application and Relevance section was updated. (see THE UNIVERSITY'S TEACHING AND LEARNING MODEL)
- The University-Wide Learning Goals section was updated. (see THE UNIVERSITY'S TEACHING AND LEARNING MODEL)
- The Curriculum section was updated. (see THE UNIVERSITY'S TEACHING AND LEARNING MODEL)
- The Access and Convenience of Time and Place section was updated. (see THE UNIVERSITY'S TEACHING AND LEARNING MODEL)
- The Program Format section was updated. (see THE UNIVERSITY'S TEACHING AND LEARNING MODEL)
- The eCampus: Student and Faculty Portal section was updated. (see THE UNIVERSITY'S TEACHING AND LEARNING MODEL)
- The Maximum Credit Limits section was updated. (see UNIVERSITY POLICIES)
- The On-Camera Conduct Policy was added. (see ACADEMIC POLICIES)
- The Do Not Call Policies were updated. (see UNIVERSITY POLICIES)
- The Harassment policy was updated. (see UNIVERSITY POLICIES)
- The Acceptable Transfer Activity section was updated. (see UNIVERSITY POLICIES)
- CLEP® is a registered trademark and has been updated for all applicable programs and policies. (see UNIVERSITY POLICIES, PROFESSIONAL PROGRAMS, UNDERGRADUATE PROGRAMS - COLLEGE OF HUMANITIES AND SCIENCES, TUITION AND FEES)
- The Accreditation, Licensures, Reviews and Approvals section was updated. (see CONSUMER INFORMATION)
- The Student Code of Conduct was updated. (see STUDENTS' RIGHTS AND RESPONSIBILITIES)
- The Tuition and Fees were updated. (see TUITION AND FEES)

CAMPUS POLICY UPDATES

- The Puerto Rico Campus Learning Resource Center was updated. (see UNIVERSITY OF PHOENIX)

- The Faculty (Connecticut) section was updated. (see FACULTY CONNECTICUT)
- The Facilities section was updated. (see FACILITIES)

PROGRAM POLICY UPDATES

- The Academic Progression Requirements were updated for all applicable undergraduate programs. (see UNDERGRADUATE PROGRAMS)
- The Program Category Requirements for the BSM/MAN were updated. (see UNDERGRADUATE PROGRAMS- SCHOOL OF BUSINESS)
- The En-Route Credentials section for the BSB was updated. (see UNDERGRADUATE PROGRAMS - SCHOOL OF BUSINESS)
- The En-Route Credentials section for the AAITT and AAITT (Maryland) was updated. (see UNDERGRADUATE PROGRAMS - COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY)
- The En-Route Credentials section for the BSSEC was updated. (see UNDERGRADUATE PROGRAMS - COLLEGE OF SECURITY AND CRIMINAL JUSTICE)
- The Additional Admission Requirements for the AA/PF were updated. (see UNDERGRADUATE PROGRAMS- COLLEGE OF HUMANITIES AND SCIENCES)
- The Degree and General Education Requirements for the AA/PF were updated. (see UNDERGRADUATE PROGRAMS- COLLEGE OF HUMANITIES AND SCIENCES)
- The Professional Focus for the AA/PF were updated. (see UNDERGRADUATE PROGRAMS- COLLEGE OF HUMANITIES AND SCIENCES)
- The Additional Admission Requirements for the MAED/TED-S (Nevada) were updated. (see GRADUATE PROGRAMS - COLLEGE OF EDUCATION)
- The Residency Requirements and Course Waivers sections for the MAED/ADM (Arizona) was updated. (see GRADUATE PROGRAMS- COLLEGE OF EDUCATION)
- The Additional Admission Requirements for the MAED/TED-E (Utah) were updated. (see GRADUATE PROGRAMS- COLLEGE OF EDUCATION)
- The Preferred Sequence and Prerequisites for the MAED/ADM2 (California) was updated. (see GRADUATE PROGRAMS- COLLEGE OF EDUCATION)
- The Additional Admission Requirements for the MAED/ADM2 (California) was updated. (see GRADUATE PROGRAMS- COLLEGE OF EDUCATION)
- The Minimum Grade Requirements for the MAED/ADM2 (California) was updated. (see GRADUATE PROGRAMS- COLLEGE OF EDUCATION)
- The Residency Requirements and Course Waivers for the MAED/ADM2 (California) was updated. (see GRADUATE PROGRAMS- COLLEGE OF EDUCATION)
- The Institutional Recommendation for the MAED/ADM2 (California) was updated. (see GRADUATE PROGRAMS- COLLEGE OF EDUCATION)
- The Candidacy Status for the MAED/TED-E (Utah) were updated. (see GRADUATE PROGRAMS- COLLEGE OF EDUCATION)
- The Additional Admission Requirements for the MAED/TED-S (Utah) were updated. (see GRADUATE PROGRAMS- COLLEGE OF EDUCATION)
- The Candidacy Status for the MAED/TED-S (Utah) were updated. (see GRADUATE PROGRAMS- COLLEGE OF EDUCATION)
- The Additional Admission Requirements for the BSED/E (Utah) were updated. (see UNDERGRADUATE PROGRAMS- COLLEGE OF EDUCATION)

- The Candidacy Status for the BSED-E (Utah) were updated. (see UNDERGRADUATE PROGRAMS- COLLEGE OF EDUCATION)
- The Additional Admission Requirements for the MAED/TED-E (California) were updated. (see GRADUATE PROGRAMS- COLLEGE OF EDUCATION)
- The Candidacy Status for the MAED/TED-E (California) were updated. (see GRADUATE PROGRAMS- COLLEGE OF EDUCATION)
- The California Intern Credential for the MAED/TED-E (California) were updated. (see GRADUATE PROGRAMS- COLLEGE OF EDUCATION)
- The Additional Admission Requirements for the MAED/TED-S (California) were updated. (see GRADUATE PROGRAMS- COLLEGE OF EDUCATION)
- The Candidacy Status for the MAED/TED-S (California) were updated. (see GRADUATE PROGRAMS- COLLEGE OF EDUCATION)
- The California Intern Credential for the MAED/TED-S (California) were updated. (see GRADUATE PROGRAMS- COLLEGE OF EDUCATION)
- The Additional Admission Requirements for the LPN/LVN to BSN were updated. (see UNDERGRADUATE PROGRAMS- COLLEGE OF HEALTH PROFESSIONS)
- The Program Category Requirements for the DBA were updated. (see GRADUATE PROGRAMS-SCHOOL ADVANCED STUDIES)
- The Program Category Requirements section of the CERT/AN was updated. (see PROFESSIONAL PROGRAMS)
- The program description for the CERT/ALT-E (Florida) was updated. (see PROFESSIONAL PROGRAMS)
- The program description for the CERT/ALT-E (Hawaii) was updated. (see PROFESSIONAL PROGRAMS)
- The program description for the CERT/ALT-S (Florida) was updated. (see PROFESSIONAL PROGRAMS)
- The program description for the CERT/ALT-S (Hawaii) was updated. (see PROFESSIONAL PROGRAMS)
- The program description for the CERT/ALT-SE (Hawaii) was updated. (see PROFESSIONAL PROGRAMS)
- The Required Course of Study for the CERT/HWAF was updated. (see PROFESSIONAL PROGRAMS)

NEW AND UPDATED PROGRAMS

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

Online

- BSPA
- MM
- CERT/ESA
- CERT/PSO
- CERT/SM
- CERT/RETF
- CERT/HPM

PROGRAM RETIREMENTS

The following program have been retired from all applicable catalogs:

- MSC/MFC (Puerto Rico)
- MSC/MHC (Puerto Rico)
- MSC/MHC (Colorado)
- MSC/MHC (Michigan)
- MSC/MHC (New Mexico)
- MSC/SC (Puerto Rico)
- MAED/ADM (Michigan)
- CERT/RETM

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

Our Mission Statement

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

Our Purpose

- To facilitate cognitive and affective student learning-knowledge, skills, and values- and to promote use of that knowledge in the student's workplace.
- 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.

- 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.
- To provide General Education and foundational instruction and services that prepare students to engage in a variety of university curricula.
- 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.
- To assess student learning and use assessment data to improve the teaching/learning system, curriculum, instruction, learning resources, counseling, and student services.
- To be organized as a private institution in order to foster a spirit of innovation that focuses on providing academic quality, service, excellence, and convenience to the working student.

Accreditation and Affiliations

Regional Accreditation

University of Phoenix is accredited by The Higher Learning Commission (<http://hlcommission.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://hlcommission.org>

Program Accreditation

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/Concentration in Business Foundations, Associate of Arts/Concentration 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.

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

School 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 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
- Florida Department of Education
- Hawaii Teacher Standards Board
- Indiana Department of Education
- Missouri Department of Elementary and Secondary Education
- New Mexico Public Education Department
- Nevada 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 Pacific 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, 2014, University of Phoenix had an enrollment of 250,300 students and had expanded to in excess of 190 campuses and learning centers in 40 U.S. States as well as locations in the District of Columbia and Puerto Rico. Additionally, University of Phoenix offers degree programs globally through its online delivery system.

According to students responding to a registration survey during fiscal year 2013, the average student is in his or her mid-thirties. Gender of entering students is approximately 66 percent female and 34 percent male. Approximately 48 percent of entering students reporting belonged to an ethnic minority.

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 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 a collection of digital 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, all library users enjoy access to the same broad spectrum of resources regardless of where and how they attend class.

For more information, please see your Library Handbook or contact the University Library at library@phoenix.edu.

What is in the University Library?

Access to hundreds of thousands of eBooks, reference materials, scholarly journals, and periodicals all selected for their relevance 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 academic products made available 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

- Reference services allow users to receive direct and in-depth reference assistance from accredited librarians.
- Interlibrary loan and documents retrieval services allow users to request a document or book not available in the University Library. Specific timelines and rules apply to this service.
- Video based research tutorials provide users with timely information which build research skills.
- Resource recommendations by subject can be found by utilizing our Choose Resources by Subject and Subject Guides on the library homepage.
- The FAQs on the homepage of the University Library contain answers to "Frequently Asked Questions" received by the library.
- The Library Handbook includes detailed information on the library collection as well as helpful tips on conducting research.

How to Contact the University Library

Student Technical Support 1-877-832-4867

Email library@phoenix.edu

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

Current Resources of the University Library

For a current list of resources in the University Library, please refer to the Library Handbook. Students, staff, and faculty can also view the full listing of the University Library's resources by clicking the View All Resources Alphabetically link on the University Library homepage.

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THE UNIVERSITY'S TEACHING AND LEARNING MODEL

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

Active Learning

The model is based first on the assumption that the learner's active involvement in the learning process is essential to good practice. Thus, in all modalities University of Phoenix classrooms are intended to be dynamic learning spaces. Instructors are expected to serve as facilitators of learning who manage the learning process by engaging learners in a variety of activities (lectures being but one) that lead students to an understanding of course content and the development of academic and professional competence. By involving students in a variety of learning activities, respect is demonstrated for diverse ways of learning and knowing. Interaction and participation in classes and Learning Teams is expected of those students in the bachelor and master degree programs. Students pursuing an associate degree at the Online Campus (excluding AACR & AAPF) are involved in collaborative learning activities, and a small number of courses may require participation in formal Learning Teams.

Collaboration

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

Emphasis on Application and Relevance

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

University-Wide Learning Goals

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

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

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

Curriculum

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

Awarding Credit Hours

Credit hours are awarded in accordance with common practice among institutions of higher education. Course content and outcomes are determined by faculty and are delivered in a format informed by adult learning principles and aligned to Carnegie unit guidelines. Achievement of outcomes related to the awarding of credit hours is measured using standard national benchmarks.

The curriculum at University of Phoenix is faculty-developed and centrally managed. Instructional strategies include the use of synchronous and asynchronous activities inside and outside the online and/or physical classroom and are designed to be outcome focused and engaging. To ensure the appropriate level of curriculum coverage and rigor, students are required to participate in weekly classroom-based learning activities including direct faculty instruction and collaborative activities, and/or additional hours of faculty-directed student engagement using a variety of instructional strategies and online learning activities, which are designed to support the course topics and objectives.

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

University of Phoenix College Credit Bearing Course Recommendations

Credits	**Minimum required faculty-directed classroom-based hours	**Minimum faculty recommended hours for student-directed homework (includes reading, research, study time, and assignment development)	**Minimum hours	Minimum required duration of course in total weeks
1	15	30	45	2 (*22.5/week)
2	30	60	90	4 (*22.5/week)
3	45	90	135	5 (*27/week) 6 (*22.5/week)
4	60	120	180	7 (*26/week)
5	75	150	225	9 (*25/week)

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

Doctoral residencies, laboratory work, internships, practica, studio work, student teaching, clinical hour, and other course formats as established by the University may deviate from the minimum required duration of a course in total weeks. However, alternatives of these course types leading to the award of credit hours must still reflect at least an equivalent amount of work (i.e., time on task) as outlined in policy.

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

Degree Level & Minimum Total Semester Credits:

- Associate Degree: 60 credits
- Bachelor Degree: 120 credits
- Master's Degrees: minimum 30 credits beyond the Bachelor Degree
- Ph.D. or Applied Doctorate: minimum 30 credits beyond the Master's Degree

Access and Convenience of Time and Place

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.

University of Phoenix campus-based 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. Wherever possible, campuses and learning centers are located at strategic locations near major freeways and thoroughfares that permit convenient 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 courses offered Online or via FlexNet®, a combination of classroom and online learning.

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 delivered via the online modality meet asynchronously throughout each course week. Campus-based 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.

Class Size

Minimum and maximum class size may vary by college, course, and location. Some Schools and Colleges may determine a specific minimum and maximum class size given the curriculum and learning model.

Learning Teams

In addition to regular course instructional sessions, bachelor's and master's level students work 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) usually 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. 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. Faculty Lists are also published for each college and school on 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, College of Health Professions, College of Security and Criminal Justice, College of Humanities and Sciences, College of Social Sciences, 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 need access to a computer with the following.

- A processor of 2 GHz or faster
- 4 GB RAM or greater
- A high speed internet connection with a connection speed of 1.5 MB/s or better.
 - The use of satellite and cellular connections may result in slowness or errors (timeouts, access problems) when accessing the classroom and course materials

- The use of public access computers and internet (for example, at restaurants and public institutions such as libraries) may result in slowness or errors (timeouts or access problems) when accessing the classroom and course materials. Public access computers may not permit any access to certain course materials or systems due to security limitations.
- Monitor and video card with 1024x768 or greater resolution
- Speakers/Headphones and Microphone
 - Public access computers may not permit usage of speakers, headphones or microphones.
- A web camera capable of video web conferencing
 - Public access computers may not permit usage of web cameras.

A DVD/CD-ROM drive may be needed to install software in select courses

Software and Applications

You need access to and familiarity with the following items.

Operating System

	Minimum	Recommended
Microsoft® Windows®	Windows 7	Windows 8 or higher
Apple® MacOSx	MacOSx 10.9	MacOSx 10.10 or higher

Some courses may utilize software that requires a Windows computer or a Mac with a Windows partition.

Web Browser

Windows		
Browser	Minimum	Recommended
Internet Explorer	10 or higher	11 or higher
Google Chrome	35 or higher	39 or higher
Mozilla Firefox	31 or higher	34 or higher or 31 ESR

Mac OSx

Browser	Minimum	Recommended
Apple Safari	7 or higher	8 or higher
Google Chrome	35 or higher	39 or higher
Mozilla Firefox	31 or higher	34 or higher or 31 ESR

Please note that newer browser versions incorporate security fixes and newer technologies, which may often lead to a better user experience.

Current browser versions are recommended when the option is available.

Additional Software

- Microsoft® Office 2010 or later for a personal computer (PC), Microsoft® Office 2011 for a Mac.
- An up to date installation of Adobe® Reader
- An up to date installation of the Adobe® Flash plug-in
- An up to date installation of Java® may be required for some courses
- A system enabled to allow installation of browser plug-ins as required
- Local administrative privileges to operating system may be required
- A current antivirus application (updated regularly)

Some courses may require the purchase of additional software including

- Microsoft® Visio
- Microsoft® Project

Mobile Devices

Students are required to have access to a PC or Mac but may use a mobile device such as a phone or tablet as a secondary means of access with the University of Phoenix mobile app.

Access to website functionality and required course materials may be limited on mobile devices.

College Specific Requirements

The College of Information Systems and Technology

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 in your course. 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.

School of Advanced Studies

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

College of Education

The College of Education may require access to additional software and hardware for the purpose of meeting individual state mandates. You may be required to submit video clips during your program to meet assignment, assessment, and licensure requirements. You may be required to purchase or obtain access to relevant software and hardware. Please look for updated software/hardware state specific requirements in your courses, including student teacher practicum.

eCampus: Student and Faculty Portal

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

Center for Writing Excellence, Center for Mathematics Excellence, student workshops, Life Resource Center, and Phoenix Career Services.

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

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

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

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

Classroom Recording Policy

Students may only make audio and/or video recordings of University of Phoenix class presentations, activities, and discussions if they meet one or more of the following criteria:

- the recording occurs with the prior written consent of the faculty teaching the class and of all students in the class at the time of the recording
- there is a documented University of Phoenix Disabilities Service Office authorized accommodation requiring recording of specific parts of a class session.

Faculty wishing to make audio or video recordings of class presentations, activities, and/or discussions must obtain prior written permission of the campus Director of Academic Affairs and of all students in the class at the time of the recording.

If a class recording is made with appropriate authorization, unless there is clear and unambiguous prior written approval to the contrary, the recording must not be copied or shared with others, posted on a website to which others have access, or disseminated in any other manner, but shall be used for personal class-related study purposes only by the individual who made the recording.

UNIVERSITY POLICIES

Calendar

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

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

2015-2016 Online Holiday Calendar

4th of July	July 3, 2015 (company) and July 4, 2015
Labor Day	September 7, 2015
Thanksgiving	November 26, 2015 - November 29, 2015
Winter Break	December 22, 2015 - January 4, 2016
Martin Luther King Jr Day	January 18, 2016
President's Day	February 15, 2016
Good Friday	March 25, 2016
Easter	March 27, 2016
Memorial Day	May 30, 2016

2015-2016 Online Associates Holiday Calendar

4th of July	July 3, 2015 (company) and July 4, 2015
Labor Day	September 7, 2015
Thanksgiving	November 26, 2015 - November 29, 2015
Winter Break	December 21, 2015 - January 3, 2016
Martin Luther King Jr Day	January 18, 2016
President's Day	February 15, 2016

2015-2016 Online Associates Holiday Calendar

Good Friday	March 25, 2016
Easter	March 27, 2016
Memorial Day	May 30, 2016

Course Equivalencies

Equivalent courses are University approved courses that act as an acceptable alternative to a required course, as determined by the College and may apply to a program in place of a required course. Courses must have substantially similar content, course objectives, and/or learning outcomes. The equivalencies are subject to change based on program update or College need.

Equivalent courses must be an equal level or higher, and have the same number of credit hours or higher.

Combination equivalencies are used when the content of two or more courses taken together are deemed to have substantially similar content, course objectives, and/or learning outcomes to the content of one course. Unless stated, when a combination of multiple courses is used to satisfy an equivalency with a course, the excess credits from the combination may apply towards the Additional Liberal Arts, Interdisciplinary, and/or Elective requirements for the program.

If all courses needed to satisfy a combination equivalency are not completed, the equivalency will not be satisfied. Students should complete the required course as outlined in the program policy.

When two equivalent courses are completed, only the most recent course completed will be counted for credit and grade point average calculations.

The College may also provide course options which are not direct equivalencies to the required course, but which the College has determined to be acceptable alternatives to a required course for a specific program.

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 cancelled courses will be refunded or applied to another University course or program. All attempts will be made to address such cancellations with registered students as early as possible.

Directed Study

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

- Degree program enrollment: a maximum of twelve (12) completed credits in the program

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

Concurrent Enrollment

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

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

Dual Enrollment

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

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

Multiple University Degrees

Students may earn multiple credentials from the University of Phoenix. The following policies apply:

- Only one degree in a specific discipline may be earned at each program level (i.e. associate, undergraduate, graduate); however, students can earn multiple degrees in different disciplines.
- Students may earn only one certificate in a specific discipline at each course level (lower division, upper division, graduate).
- Programmatic residency must be met for each credential through the completion of a prescribed minimum number of unique University of Phoenix credits.
 - Graduate degree-seeking students must complete a minimum of 18 credits toward an additional degree. Exceptions are outlined within programmatic policies.
 - Bachelor degree-seeking students must complete a minimum of 30 unique credits of the additional degree's required course of study in order to meet residency.
 - Residency requirements that do not fall within the above guidelines are outlined in specific program policies.

Students may only earn one associate degree.

Students may not complete more than one program from the School of Advanced Studies with the exception of Educational Specialist (EdS) graduates who may return and receive the Doctor of Education in Educational Leadership (EDD) or Doctor of Education in Educational Leadership/Curriculum and Instruction (EDD/CI).

Unless otherwise stated within a program policy, students may

receive a certificate in the same area of focus as the specialization, concentration, or emphasis in their degree program.

Maximum Credit Limits

The University has identified the maximum number of credits a student may complete during a 12-month period. This limit is determined based on from the student's actual start date in their program at the University. The number of credits completed within a 12 month period is limited by the program level of study the student is actively pursuing.

- All undergraduate students may complete a maximum of 45 UOPX credits in a 12 month period.
- Graduate students may complete a maximum of 39 UOPX graduate credits in a 12 month period.

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

Course Credits

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

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

Student Identification Numbers

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

Name and Social Security Number Changes

The University requires documentation of legal name and social security number changes. The following primary forms of identification will be accepted for a legal name change:

List A or	List B and List C	
Court Ordered Name Change	State ID	Marriage License
Social Security card	Driver's License	Divorce Decree
Passport/Passport Card	Voter's Registration Card	U.S. Citizen ID Card

List A or **List B and List C**

Permanent Resident Card

Certificate of Naturalization

These forms must illustrate the name exactly how it is requested on the Name Change form. A signed social security card issued by the Social Security Administration is required for changes in social security numbers.

Letter Request

All student letter request must be processed by the Registrar's Office. Students may contact the Admissions and Records Service Center (ARSC) to request letters and will be required to verify their identity per FERPA guidelines.

A FERPA release form may be required if the letter is to be faxed, mailed, or emailed to a third party.

The Registrar's Office is unable to provide letters of recommendation or assist with scholarship letters or scholarship nominations. Students who are requesting letters of recommendation or nominations regarding scholarships should contact scholarships@phoenix.edu for assistance.

In lieu of providing a letter of recommendation, the Registrar's Office can provide a University of Phoenix approved letter or a customized letter based on information in the student's record that can be validated by a member of the Registrar's Office.

Students may call the National Student Clearinghouse at (703)742-4200 to verify information related to their enrollment. If the National Student Clearinghouse has sent information to lenders within the last 30 days, an enrollment verification letter is not required by the lender.

Forms

The Registrar's Office is the University's designated department to review and route forms requiring a school official's signature. If the Registrar's Office cannot complete a form, the form will be re-routed to the appropriate department for completion.

University of Phoenix cannot comply with or complete certain forms.

Record Maintenance

University of Phoenix requires students to complete and sign all student-related documents in connection with their education record. Nobody other than the student may sign forms (wet signature or e-signature) on behalf of a student.

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

With approval of the Campus Director of Academic Affairs or des-

ignated appointee, students may register for and audit University courses.

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.

Auditing students who have met the minimum attendance requirements for the course will receive a grade of "AU" on their permanent record which will not carry any academic credit.

Students who have selected to audit a course may not change their auditing status after the start of the course.

Military Deployment and Readmission

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

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

- Upon receipt of deployment orders, students should be advised to notify the University's Military Division either orally or in writing. It is recommended that a copy of the military deployment paperwork or a signed official letter from the commanding officer be submitted to the student's campus. Although this formal documentation is not required at the time of deployment, students should be advised that it will be necessary in order to be readmitted. If documentation is provided, the campus must fax the documents to eXp for inclusion in the student's file for future reference.
- Prior to deployment, students should be advised of FERPA policies as the University is unable to coordinate decisions regarding the student's record or take action on the student's record through a third party without appropriate authorization granted through a Power of Attorney. The Power of Attorney form must be housed in the student's eXp file.
- Students enrolled in a course at the time of deployment are eligible to receive excused absences in accordance with the excused absences policy. Campuses should use discretion and take such action only if the excused absences would benefit the student by allowing the student the opportunity to complete the course instead of being automatically dropped from the course for not meeting the University course attendance requirement.
- If the student will be unable to complete the course due to military deployment, the student may drop from the course and receive a full refund of tuition and mandatory fees for the course and a withdrawal "W" grade may be issued.

- If the student would like an opportunity to complete the course while deployed, an incomplete "I" grade 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 campus practice of requiring final grades to be lowered by one full letter grade as a result of the incomplete "I" grade shall be waived for deployed students.
- Students scheduled to be deployed for active military duty should be advised to contact their campus Financial Representative regarding the status of their account and/or financial aid.
- Program completion deadline and re-entry policies will be suspended to cover deployment time provided the student's cumulative absence from the University does not exceed five years.

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.
- The student submits verbal or written notification of intent to reenroll.
- A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge, OR
- A dismissal of such person permitted under section 1161(a) of Title 10, USC, OR
- A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC.
- With the same number of credit hours completed previously by the student, unless the student is readmitted to a different program or program version to which the completed credit hours are not transferable.
- With the same academic standing (SAP) the student previously had.
- If the student is readmitted to the same program, the student will be assessed the same tuition and fee charges for the first academic year of return that he/she would have been assessed during the academic year when the student left the university. For subsequent academic years, a student admitted to the same program will be charged no more than the institutional charges that other students in the program are assessed for that academic year.
- If the student is admitted to a different program he/she will be charged no more than the institutional charges that other students in the program are assessed for that academic year.
- If the student is not prepared to resume the program at the point where he/she left off, or will not be able to complete the program, the University will make reasonable efforts to help the student become prepared to enable the student to complete the program including, but not limited to, providing refresher courses at no extra cost and allowing the student to retake a pretest at no extra cost.

- **Re-entry policy for Servicemembers Opportunity Colleges (SOC):** Students out for a period of more than three years, 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 eight (8) years to complete an undergraduate degree from the first date of positive attendance with the University. If the student is unable to complete their degree requirements within the deadline, the University is not obligated to uphold the agreement of the SOC Degree Network.

Transient Student Policy

A transient student is an individual who is enrolled in a degree program at an outside institution but is approved to complete non-degree coursework at University of Phoenix (UOPX) to fulfill program requirements at their home institution.

Prior to being scheduled for coursework at UOPX, Transient students must have an approved transient student request form on file.

Students attending the University as transient students:

- Will be held accountable for, and be governed by, all University classroom, conduct, and other associated policies regarding student behavior and academic progression as set forth in the University's Academic Catalog.
- Will not be reviewed for the specific University admission requirements as a degree-seeking student.
- Are held to their home institution's academic preparedness requirements and will not be individually reviewed for satisfying University pre-requisite requirements for the courses they are entering.

Acceptable Transfer Activity

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

1. Coursework which was completed at an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by a regional or approved national accrediting body, or a foreign institution recognized/authorized by the country's Ministry of Education, will be reviewed for transfer into the University. The current listing of regional and national accrediting bodies is maintained by the Council for Higher Education Accreditation. In addition, graduate level coursework from institutions that hold accreditation through the ABA (American Bar Association) or that have been provisionally approved for accreditation may also be reviewed for transfer into the University. Coursework from ABA accredited institutions that is not from a Graduate level program will not be accepted. JD, LLB, LLM are considered graduate level programs.
2. American Council on Education credit recommendations
3. National testing program credit earned from:
 - a. College Level Examination Program (CLEP®)
 - b. Excelsior
 - c. Berlitz
 - d. National League of Nursing Exams (NLN)
 - e. Advanced Placement Examinations (AP)
 - f. Defense Language Proficiency Tests (DLPT)
 - g. College Level General Education Development (GED)
 - h. DSST Exams (previously DANTES and USAFLI)
4. Prior learning that has been assessed for credit-worthiness by either the Prior Learning Assessment department or by one of the University's Colleges, Schools, or Provost's Office.

To evaluate previously completed transfer activity, the University must receive transcripts, mark sheets, and documents that are originals from the issuing institution. Documents from Canada or the United States and its territories must be submitted in a sealed envelope or via an approved alternative means such as fax, Escrip, or EDI directly to the University of Phoenix.

Applicants with academic records from colleges or universities in other countries: The University will accept copies of academic records issued from international institutions with no time of issue limitations. If official academic records are received directly from the institution in a sealed envelope, no verification will be required. Students with International credentials will be placed on an Admissions status of RI (Registered International Credentials) until either the verification or official document is received from the issuing institution.

CLEP® is a registered trademark of the College Entrance Examination Board, registered in the U.S. and/or other countries

Evaluation of Transfer Activity

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

1. Credit-bearing coursework in which students earn a minimum grade of "C-" or grades of credit, pass or satisfactory may be accepted towards student's degree requirements.
2. Acceptable transfer activities will be transferred as semester hour credit.

3. The University will accept courses that are numbered as non-remedial, college level, transferable, or degree applicable, as determined by the issuing institutions transcript key.

4. Lower and upper division credit is transferred as awarded by the issuing institution.

5. Physical Education activity credits are limited to four credits.

6. Application of transferable credit and limitations are determined by program requirements and by state or jurisdiction of the student's residence.

Specific regulatory requirements regarding credit limit applications are listed in the grid below and apply to residents regardless of modality of study. Use this grid for the given states only.

State	Total Credit Awards	Area Restricted
Washington	30 for Bachelors programs	<ul style="list-style-type: none"> National Testing Programs Military Professional Training Experiential Essays
	15 for Associate programs	
Oregon Residents	30 for Bachelors programs	<ul style="list-style-type: none"> National Testing Programs
	15 for Associate programs	<ul style="list-style-type: none"> Military Professional Training Experiential Essays <p><i>*Effective 9/1/2005, the following areas added:</i></p>
Arkansas Residents	30 for Bachelor Programs	<ul style="list-style-type: none"> Professional Training Experiential Essays
	30 for Associate programs	
Georgia Residents	No more than 25% of the degree can be earned using any one specific award type. Students cannot exceed 50% of their degree being earned using a combination of these award types.	<ul style="list-style-type: none"> Credit by Exam Professional Training Experiential Essays Military National Testing Programs

Coursework earned in the following manners will not be accepted in direct transfer towards University degree requirements:

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

activity will be accepted and reviewed for applicability to the student's program.

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

Associate degree transfer policy: Students transferring to University of Phoenix into an undergraduate bachelor degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HIS, BS/HST, and BSIT {all concentrations}) with a previously completed regionally accredited Associate of Arts degree from a Community College will be considered as satisfying their lower division elective and general education requirements making the student Required Course of Study ready at University of Phoenix. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.

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

Servicemembers Opportunity College

University of Phoenix is a current member of the Servicemembers Opportunity Colleges Degree Network System (DNS). The DNS is a group of institutions selected to provide servicemembers and their eligible family members the opportunity to complete college degrees without losing credit because of frequent changes in duty station. For example, many courses offered by member institutions have two-way guaranteed transferability to provide more flexibility and options in order to satisfy degree requirements. The SOC DNS Student Agreement issued to all eligible students at member institutions provides a complete evaluation of the servicemember's prior learning, including courses from other colleges and universities, military training courses, military occupational experience, nationally-recognized exams, and other non-traditional credit, as well as clearly identifying requirements for completing the degree.

Current SOC Degree Network System membership and participating degree information is available at <http://www.soc.aascu.org>. Although University of Phoenix is currently a member of the SOC Degree Network System, membership or participating degrees may change at any time.

Nondiscrimination Policy

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

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

Discrimination Grievance Procedures:

1. Students, faculty, or staff alleging discrimination should present their grievance as soon as possible after the incident(s) that gave rise to the allegation(s). In most cases a student must present the grievance within six weeks after the alleged incident(s). (E1, E2)
2. Allegations of sex discrimination (including discrimination based on sex, sexual orientation, gender identity, gender expression, and nonconformity with sex stereotypes) must be presented to Camie Pratt, Vice President and Title IX Coordinator, 4025 S. Riverpoint Parkway, Mailstop CF-S907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu. Title IX concerns will be processed according to the Title IX/VAWA Policy (<http://cdn.assets-phoenix.net/content/dam/altcloud/doc/UOPX-Title-IX-and-VAWA-Policy-accessible-final.pdf>).
3. All other discrimination claims must be presented to the Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee.
 - a. Campus Director of Academic Affairs, Director of Operations, or Director of Student Services, or their respective designee will conduct a prompt, thorough and impartial investigation and make a determination on whether the student presented a factual connection between the allegation of discrimination and the alleged actions.
 - b. If the appropriate director or designee finds that there is a factual connection between the allegation of discrimination and the alleged actions then one of the following procedures will be followed:
 - i. If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
 - ii. If the accusation is against a student then the Student Code of Conduct procedures apply.
 - iii. If the accusation is against an employee then the Title IX Coordinator or their designee will contact Human Resources and human resources policies for processing claims of discrimination will be followed.

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.

Harassment Policy

The environment at each of the University's locations must be free of all forms of improper or unlawful harassment, including sexual harassment or sexually offensive conduct. This policy applies in the online environment, as well as all learning centers and central administration locations. Harassing behavior can range from inappropriate to illegal. Conduct on the part of faculty, staff, or students which would violate this policy includes, but is not limited to:

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

Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by the University of Phoenix. The University encourages those who experience or witness harassment to report the behavior for investigation. Retaliation, in any form, against the person raising such a concern will also not be tolerated by the University of Phoenix.

Harassment Grievance Procedures

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).

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.
- 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).

Allegations of sexual harassment must be presented to Camie Pratt, Vice President and Title IX Coordinator, or designee, 4025 S. Riverpoint Parkway, Mailstop CF-S907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.

- 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 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:
 - If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
 - If the accusation is against a student then the Student Code of Conduct procedures apply.
 - If the accusation is against an employee then the Title IX Coordinator or their designee will contact Human Resources and the policies of the Human Resources Department for processing claims of harassment will be followed.
- 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.
- Timeframe for Conducting Title IX complaints:
 - Investigation - a prompt, thorough, and impartial investigation will be conducted within 60 days barring any unusual complexity.
 - Opposing parties will receive notice of the outcome of the complaint within 30 days of the close of the investigation barring any unusual complexity.
 - Opposing parties shall be afforded the opportunity to appeal within 10 days of receiving notice of the outcome.

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.

- 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.
- If the appropriate director or designee finds that there is a factual connection between the allegation of harassment and the alleged actions then one of the following procedures will be followed:
 - If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
 - If the accusation is against a student then the Student Code of Conduct procedures apply.
 - If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and the policies of the Human Resources Department for processing claims of harassment will be followed.
- In the event that the University finds that the harassment was not caused by an individual's actions, but rather by a discriminatory policy or practice, the University will take steps to remedy the harassment and prevent its reoccurrence. These steps may include revising a policy or practice that has resulted in harassment, eliminating the policy or practice, and/or addressing any effects of the harassment on the individual filing the grievance.

- 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.
- In instances where it is determined that harassment did not occur, involved parties are issued a closure letter which reflects that the investigation did not find substantial evidence of harassment.

Disability Services

The University recognizes and accepts its obligations under the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide reasonable accommodations to otherwise qualified disabled students in all University programs and activities.

Determination of reasonable accommodations and compliance with the ADA and the 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 contact a Disability Services Advisor, via e-mail, 24 hours a day. For more information, please visit: <http://www.phoenix.edu/students/disability-services.html>. The department's mailing address and phone number is:

4025 S. Riverpoint Parkway
Phoenix, AZ 85040
Mail Stop CF-S907

Phone: 800.366.9699
Fax: 602.735.4671

Students needing assistance with accessibility questions or concerns can get more information at <http://www.phoenix.edu/accessibility.html>, or can contact Robert.Becker@Phoenix.edu or Mallory.Laginess@Phoenix.edu.

The University's Director of Disability Services and Section 504 Coordinator, is Julie Scuff, Julie.Scuff@phoenix.edu.

Student Organizations

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

Conditions of Recognition for Student Organizations

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

- Recognized Student Organizations are independently installed, organized, and managed by students enrolled and actively attending at the University.
- All student members of a University Recognized Student Organization must be enrolled in and must have posted positive attendance within the last 90 days.

- Recognized Student Organizations must operate under the appropriate bylaws and/or policies to ensure that their student members remain in good academic and financial standing with the University and are free from code of conduct violations and related disciplinary action.
- Recognized Student Organizations are recognized by, but not official units of University of Phoenix or Apollo Education Group, Inc.
- Recognized Student Organizations must have a published purpose/mission, operate under a formal leadership/governance structure, and maintain membership rosters, financial statements, meeting minutes, etc. Said items shall be submitted upon initial application and upon annual review or more frequently, as required or requested.
- Recognized Student Organizations must have a University-approved Campus Liaison. The role of the Campus Liaison is voluntary and intended to serve as a liaison between the campus-based student organization and the University and to provide general guidance related to installing, organizing, leading, managing, and sustaining a healthy and productive student organization. If it becomes necessary for a student organization to be dissolved, the Campus Liaison will provide guidance/support to ensure a seamless exit strategy for the participating students, student organization, and the University. (Information pertaining to the minimum University of Phoenix Campus Liaison criteria is provided on pages 11-12).
- Recognized Student Organizations may not possess any financial ties or result in any financial impact to University of Phoenix or any other subsidiaries of Apollo Education Group, Inc. All expenses related to installing, organizing, leading, managing, and/or sustaining a student organization are the sole responsibility of the student organization.
- The tax status of the University does not extend to student organizations. Student organizations must follow all local, state, and federal guidelines. Student organizations have sole responsibility for securing, maintaining, or demonstrating that they operate under the appropriate nonprofit tax exemptions (i.e., 501(c)(7) or tax employer identification numbers, as appropriate). Under no circumstances are student organizations allowed to utilize the federal tax numbers or designations of University of Phoenix or any other subsidiaries of Apollo Education Group, Inc.
- Consistent with the University of Phoenix Mission, Recognized Student Organizations must strive to enhance the student experience, the University culture, and their communities as demonstrated with the organization's purpose/mission and charter.
- Recognized Student Organizations must meet all Conditions of Recognition and agree to abide by all University of Phoenix regulations, policies, and procedures. This includes, but is not limited to, all academic catalog policies, campus safety policies, consumer information policies, public relations policies, marketing/advertising guidelines, privacy policies, and the student, faculty, and staff codes of conduct.
- Recognized Student Organizations must be open to all students who meet the membership requirements. Recognized Student Organizations may not limit membership based on race, color, gender, age, religion, disability or perceived disability, veteran status, sexual orientation, gender identity, national origin, or any other category protected by federal, state, or local law.

- Student organizations must submit a Student Organization Recognition application to the University of Phoenix Office of Academic Administration and be approved by the University to receive formal recognition status and recognition-related benefits. Formal recognition and access to the recognition-related benefits will not be granted until an application is reviewed and approved.
- Recognized Student Organizations must submit for affiliation renewal 30 days prior to the anniversary of their initial recognition approval date. Upon approval, recognition status and benefits will be renewed for one year. This ensures proper maintenance of each student organization recognition and continued compliance with regulatory, policy, and procedural changes.
- Student Organizations that are academically oriented or request to install an institutional-level chapter/charter must receive approval from the appropriate Institutional Sponsor (i.e., College/School Dean or Director-level representative in University of Phoenix Central Administration), as appropriate.
- The bylaws and/or policies for any student organization must meet the minimum standards outlined in the Recognized Student Organizations Handbook.
- Recognized Student Organizations must meet one of the University's approved Student Organization Types and Recognition Statuses as defined below.

Approved Recognized Student Organization "Types"

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

Approved Recognized Student Organization Recognition "Statuses"

- University-Level Recognition - Student organizations, which have been approved by the University and the participating student organization's corporate office to install an institutional-level charter/chapter under which all local campus sites would operate. For example, University of Phoenix installed the Delta Mu Delta Lambda Sigma institutional charter in 2009, under which all campus sites are eligible to apply to install a local area co-chapter.
- Local Campus-Level Recognition - Additional local campus sites that have been approved by the University to operate under the governance/oversight of the University-Level recognized charter/chapter. For example, the Boise Campus has been approved to install a "co-chapter" which operates under the University's Delta Mu Delta Lambda Delta institutional-level charter.

- Single Site Recognition - Student organizations which have been approved by the University and the participating student organization's corporate office to install a charter/chapter to operate separately and independently at one of the University's local campus sites.
- Non-Standard Recognition - Student organizations, which do not fit any of the other recognized affiliation statuses, may apply for affiliation under this status. These requests are considered on a case-by-case basis.

Acceptable Use of University Computing and Communication Resources

University computing and communication resources are for approved business and educational purposes consistent with University policies and procedures.

- Computing and communication resources comprise all components of the University's computer information systems, including, but not limited to, facilities, hardware, software, network infrastructure, and related devices, including those used for voice and video communication.
- 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, members of the Apollo Group Information Security and Compliance Office (ISCO) (or other personnel designated by ISCO) 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 of 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 ISCO 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 ISCO personnel to conduct a more detailed investigation to gather evidence on the suspected violation.

Restriction of Access to Computing and Communication Resources

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

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

Conditions for Permitting Inspection, Monitoring, or Disclosure

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

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

Confidentiality

Confidentiality of e-mail and other network transmissions cannot

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 the University Office of Dispute Management or Apollo ISCO.

Office of Dispute Management

4025 S. Riverpoint Parkway, Mail Stop: CF-S907
Phoenix, AZ 85040
602-557-5566
Email: uofphoenix@phoenix.edu

Apollo Group Information Security & Compliance

4025 South Riverpoint Parkway, Mail Stop: CF-L601
Phoenix, AZ 85040
FAX: (602) 557-6606
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 ISCO 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.

Do Not Call Policies

- The University recognizes and complies with the Federal Trade Commission's (FTC) Telemarketing Sales Rule (TSR) which gives consumers a choice about whether they want to receive most telemarketing calls. Additionally, the University follows the guidelines of the Telephone Consumer Protection Act (TCPA) of 1991 as maintained by the Federal Communications Commission (FCC) and honors the National Do Not Call Registry.
- Consumers who are listed on the National Do Not Call Registry may not be called for sales or solicitation purposes unless:

- Consumer Inquires about a service UOPX offers - UOPX may call a consumer for up to three months (90 days) after the consumer makes an inquiry or submits an application to the University even if the consumer's number is on the National Do Not Call Registry.
- Consumer has established a business relationship with UOPX - UOPX may call a consumer with whom it has an established business relationship for up to 18 months after the consumer's last purchase, delivery, or payment, even if the consumer's number is on the National Do Not Call Registry.
- Written Permission - If a consumer has given UOPX written permission, the University may call even if the consumer's number is on the National Do Not Call Registry.
- If a consumer asks the University not to call or to be placed on the University's internal do not call list, the University may not call and must honor the request, even if there is an established business relationship. This applies regardless of whether the consumer's number is on the National Do Not Call Registry.
- The policies and procedures to ensure compliance with the TSR and TCPA are managed by the University of Phoenix Office of Compliance.

Institutional Review Board

- The University of Phoenix Institutional Review Board (IRB) will review all studies, pilot studies, policies and legal/regulatory requirements that involve human subjects research before any study or sponsored or non-sponsored research begins. Research that has been conducted or is to be conducted using human subjects will be reviewed on a regular basis depending on the IRB decision rendered to ensure compliance with all federal and state laws. No researcher can begin collecting data before receiving IRB approval for the study.
- The IRB is expected to review a research study design presented by the researcher to determine risk (including physical, psychological/emotional, social, social desirability, and economic risk) as there may be ethical issues that affect the rights and welfare of research participants that are beyond methodological or design questions.
- The University of Phoenix (UOPX), holds a Federal Wide Assurance filed with the U.S. Department of Health and Human Services (FWA: 00004202) and maintains an Institutional Review Board (IRB) to assure that all University human subjects research complies with federal regulations.
- The UOPX IRB follows the ethical principles set forth in The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research and guidance from the federal Office of Human Research Protections (OHRP).
- UOPX has charged the Institutional Research Board (IRB) with ensuring that all legal/regulatory and ethical codes are upheld at all institutional and non-institutional sites of this institution both domestic and foreign.

- All students, staff, faculty, and external researchers who engage with UOPX and are conducting human subject research under the auspices of the University are required to complete an IRB review before they begin any research activities involving human subjects. Researchers must complete human subjects' ethics training through the Collaborative Institutional Training Initiative (CITI) Program and receive CITI certification prior to submitting an IRB application for review and beginning research activities. Researchers' CITI certification must be in place throughout all aspects of the research study.

Required Procedures: IRB Review, Research and Reports

- IRB Review: The UOPX IRB conducts an initial review of the research protocol using the IRBNet application and all protocol forms based on the federal categories for human subject protections. The protocol forms address both federal and institutional requirements for the study. The initial review of research determines which research studies require full-committee review and which may be reviewed via expedited, exempt, or non-human subject research processes.
- IRB Research: The UOPX IRB provides annual oversight of studies that are determined Expedited or Non-Exempt. Researchers are to file a Continuing Review of Research if the study has not been completed within 364 days of the approval date on the IRB letter received through IRBNet. Exempt studies are to be completed within three (3) years of the approval date on the IRB letter received through IRBNet. The Continuing Review of research form is found in the UOPX IRBNet system.
- IRB Reports: The UOPX IRB may reach out to researchers if the following situations occur: Serious or continuing noncompliance with 45 CFR 46 or institutional policies, and if study participants contact the University or the IRB Office with a complaint about a study. Researchers are to contact the UOPX IRB Office if unanticipated problems or adverse effects occur during a study being conducted. Unanticipated problems are unexpected incidents (in terms of the nature, severity, or frequency) where an IRB-approved research protocol and informed consent documents are not followed; such incidents relate or possibly relate to participation in the research (possibly relate means there is a reasonable possibility that the incident or experience or outcome may have been caused by the procedures involved in the research) and the research places participants or others at a greater risk of harm (physical, psychological, economic, or social harm) than was previously known or recognized. Based on an IRB review of the unanticipated problem based on the criteria listed, consideration of substantive changes in the research protocol or informed consent process or other corrective actions may need to occur up to and including suspension or termination of IRB approval. Researchers are to contact the UOPX IRB Office as soon as possible if an unanticipated problem or adverse effect occurs during the study.
- Research for purposes of this policy is defined as scholarly and scientific inquiry projects focused upon the collection and analysis of empirical data and facts.
- All individuals associated with or conducting research at the University level must gain approval prior to conducting all research, scholarship, and/or surveys, in or on University of Phoenix.
 - Researchers are student, faculty, staff, or external constituents of University of Phoenix who plan to systematically collect and analyze data for public dissemination.
 - This policy applies to students, faculty, and staff associated with the University, all external requests that include University records, data, or materials, and all associated University systems, websites, and/or tools.
- Failure to Comply: Those found doing research related activities and not following these policies, including failure to provide the resulting data, analysis and research instrumentation to the OSS may be subject to appropriate disciplinary action, including, but not limited to, those documented in the Student Code of Conduct and/or Employee Handbook.
- All UOPX focused research requires Committee on Research (COR) approval prior to Institutional Review Board (IRB) approval. IRB will not approve any UOPX focused studies without COR approval. COR is a university-wide committee run by the Office of Scholarship Support.
 - If the subject of any proposed research is UOPX, the COR shall be responsible for the review and approval of any and all research and scholarship, for public dissemination conducted on University of Phoenix students, faculty, staff, or data regardless of the researchers affiliation with University of Phoenix.
 - All research conducted by any student, faculty, or staff of UOPX is subject to IRB approval. The IRB is a federally required review of all research requests to determine:
 - if the work is research,
 - if the research is on human subjects, AND
 - if human subjects are involved, the overall risks and if they are protected and treated fairly.
 - IRB and COR are two separate and distinct groups operating within the structure of Academic Affairs. While the IRB is a federally mandated committee, with the mandate of protecting human subjects from unethical research practices, the development and use of COR is entirely internal to the University of Phoenix. If a person or group has received permission from COR to pursue research activities at the University and their activities will impact protected populations, as defined under federal law, they must still submit their proposed research to UOPX's IRB or they must show that they have received approval from another university's IRB. Approval by COR shall not be misconstrued as approval by an Institutional Review Board. Further approval from another, non-UOPX IRB prior to COR submission shall not be misconstrued as approval by COR.

Research, Scholarship, and Surveys

General Research Policies

- University of Phoenix (UOPX) encourages student, faculty, and staff research and scholarship efforts. To support faculty and staff research efforts, the Office of Scholarship Support (OSS) oversees a series of Research Centers launched by University of Phoenix to support all research.

Required Procedures: Conducting Research on University of Phoenix Students, Faculty, Staff or Data

- All researchers using University of Phoenix as a subject (i.e.: using UOPX students, faculty, staff, or data) for their research, must submit a formal request to the Committee on Research (COR) for approval prior to conducting research.

- The COR can be found at <https://research.phoenix.edu/content/committee-research>.
- Examples situations for submittal include:
 - When the person or group wanting to perform the research has no active affiliation with the University of Phoenix (e.g. a professional researcher connected to a higher education organization other than UOPX), and/or
 - When the research being pursued falls outside the UOPX person's normal scope of responsibility or authority, and/or
 - When the results of the research being pursued will be provided to a person, organization, or audience external to the University and/or when the provision of this information would fall outside standard institutional processes and/or the normal responsibilities for the person or group doing the research.

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CONSUMER INFORMATION

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

Accreditation, Licensures, Reviews and Approvals

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

Federal

U.S. Department of Education, Certificate of Eligibility

The University of Phoenix has been approved by the Department of Education to participate in each of the following listed Title IV HEA programs:

- Federal Pell Grant Program
- Federal Direct Student Loan Program
- Federal Supplemental Educational Opportunity Grant Program
- Federal TEACH Grant Program

Regional Accreditation

University of Phoenix is accredited by the Higher Learning Commission (<http://hlcommission.org>). Since 1978, University of Phoenix has been continually accredited by the Higher Learning Commission and its predecessor. University of Phoenix obtained its most recent 10-year Reaffirmation of Accreditation in 2012–13. A comprehensive evaluation is scheduled for 2016–17, and the next Reaffirmation of Accreditation is scheduled for 2022–23.

For more information about University of Phoenix accreditations and licensures, please visit http://www.phoenix.edu/about_us/accreditation.html.

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

State and International Licensures

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

- Alabama Commission on Higher Education
- Arizona State Board for Private Postsecondary Education
- Arkansas Department of Higher Education
- California Bureau for Private Postsecondary Education
- Colorado Department of Higher Education, Commission on Higher Education
- Connecticut Office of Higher Education
- Delaware Department of Education

- Government of the District of Columbia, Education Licensure Commission
- Florida Commission for Independent Education
- Georgia Nonpublic Postsecondary Education Commission
- State of Hawaii Post-Secondary Education Authorization Program (HPEAP), Department of Commerce & Consumer Affairs
- Idaho State Board of Education
- Illinois Board of Higher Education
- Indiana Board for Proprietary Education
- Iowa College Student Aid Commission
- Kansas Board of Regents
- Kentucky Council on Postsecondary Education
- State of Louisiana Board of Regents
- Maryland Higher Education Commission
- Commonwealth of Massachusetts Board of Higher Education
- State of Michigan Department of Education, Postsecondary Services
- Minnesota Office of Higher Education
- Mississippi Commission on College Accreditation
- State of Missouri Coordinating Board of Higher Education
- Nebraska Coordinating Commission for Postsecondary Education
- Nevada State Commission on Postsecondary Education
- New Jersey Secretary of Higher Education
- New Mexico Higher Education Department
- Board of Governors for the University of North Carolina
- Ohio Board of Regents
- Oklahoma State Regents for Higher Education
- Oregon Office of Degree Authorization
- Pennsylvania Department of Education
- Consejo de Educación Superior de Puerto Rico/Puerto Rico Council on Higher Education
- South Carolina Commission on Higher Education
- Tennessee Higher Education Commission
- Texas Higher Education Coordinating Board
- Utah System of Higher Education State Board of Regents
- The State Council of Higher Education for Virginia
- State of Washington Higher Education Coordinating Board
- West Virginia Higher Education Policy Commission
- State of Wisconsin Educational Approval Board
- Wyoming Department of Education

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

Program Accreditation

School of Business/Business Programs

The University of Phoenix School of Business offers the following programs that are accredited by the Accreditation Council for Business Schools and Programs (ACBSP): 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
Phone: 913.339.9356
<http://www.acbsp.org>

College of Health Professions: School of Nursing

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

CCNE
One Dupont Cir. NW, Ste. 530
Washington, DC 20036-1120
Phone: 202.887.6791

<http://www.aacn.nche.edu/ccne-accreditation>

College of Education/Education Programs

University of Phoenix initial degree programs lead to teaching certification (Early Childhood, Elementary, Middle Level, Secondary and Special Education) in certain states. The College of Education offers state-approved initial programs in Arizona, California, Colorado, Florida, Hawaii, Nevada, New Mexico, Texas and Utah. The College of Education offers state-approved advanced programs in Arizona, California, Colorado, Florida, Nevada, New Mexico, Texas and Utah. Individual programs vary by state, and not all programs are available at all locations or in both online and on-campus modalities.

Candidates may request an institutional recommendation upon successful completion of their program (academic and program requirements). Candidates should check with their state agency for any state-specific requirements, including the acceptability of the University's initial programs in any state in which they intend to seek licensure or certification. Program requirements are subject to change based on state certification requirements. Please speak to a campus representative for a listing of programs available at each campus location.

College of Social Sciences/Counseling Programs

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

CACREP
1001 North Fairfax St., Ste. 510
Alexandria, VA 22314
Phone: 703.535.5990
<http://www.cacrep.org>

Additional Information

A student can view additional information at http://www.phoenix.edu/about_us/accreditation.html. To obtain a copy of University accreditation and licensure documents, or information on how to contact any of the agencies that regulate the University, contact the Apollo Legal Department at 602.557.1554.

Academic Programs, Facilities and Instructional Personnel Information

Academic program offerings and instructional facilities vary according to geographic area and delivery mode at the local campus or online campus. Not all programs are available at all loca-

tions.

Academic Programs

University of Phoenix offers undergraduate and graduate programs in business and management, information systems and technology, security and criminal justice, nursing and health services administration, social sciences, humanities and sciences, 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 improvement in relation to its academic programs. This strategy is implemented through assessment processes designed to measure student learning at various levels within the University. Multiple direct and indirect outcomes-based assessment and evaluation measures are utilized to create as comprehensive a picture as possible of the strengths and potential challenges to student learning. Resulting data is used to evaluate and improve academic programs and enhance the overall academic experience.

For University of Phoenix, the purpose of outcomes-based assessment of student learning is to generate information to the faculty, program, college and school, and University about the efficacy of its curricula and educational practices in enabling students to achieve exit-level expectations at the course, program and institutional levels. Assessment answers the question: How well are University of Phoenix students meeting the general education, programmatic and institutional learning outcomes underscored by the University's mission? Its findings inform opportunities for curricular and pedagogical improvement, decision-making processes for policy consideration and resource allocation, and accountability. The process for outcomes-based assessment of student learning uses the following conceptual framework:

- Assessment Planning
- Collecting Evidence and Analyzing Data
- Implementing Improvement
- Monitoring Effectiveness of Improvements

By utilizing this assessment process, the colleges and schools establish clear, measurable outcomes and ensure that students have sufficient opportunities to achieve outcomes; systematically gather, analyze and interpret evidence to determine how well student learning matches stated expectations; use assessment findings to improve student learning; and monitor improvements by measuring changes in student learning over time.

Articulation Agreements

A list of institutions that University of Phoenix has established articulation agreements with can be viewed at http://www.phoenix.edu/admissions/transfer_information/transfer-guides.html

Corporate Partnerships- Credit Recommendation Guide

The University will endeavor to create Corporate Partnerships with other corporations as appropriate in order to enhance transfer credit options for students coming to University of Phoenix. Transfer credit recommendations will be created in the format of a Credit Recommendation Guide (CRG).

CRGs will define transferability, applicability, and individual credit recommendations of partner corporations' professional training/

seminars, deemed by assessment as comparable to college level learning, to University undergraduate degree program credit requirements. Credits indicated on a CRG are only a recommendation and not a guarantee of credits to be awarded as professional training programs and content may change over time.

Evaluation and determination of credit award for activities listed on the CRG will follow the Credit Assessment Guidelines as indicated in Prior Learning Assessment Credit Assessment. A list of corporations with which University of Phoenix has established corporate partnerships can be viewed at http://www.phoenix.edu/admissions/transfer_information/transfer_credit/corporate_articulation.html

Credit Transfer

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

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

Reverse Transfer Agreements

University of Phoenix has established reverse transfer agreements with partnering institutions. With a reverse transfer agreement in place, University of Phoenix will notify the partner transfer institution and provide them with education record information for students meeting certain criteria whom authorize its release by completing the Reverse Transfer Transcript Release form. Only students whom meet certain credit requirements that indicate they may be eligible to earn an associate degree from the transfer institution will be submitted to the partner transfer institution. The transfer institution may pursue communication with the student to discuss requirements and may award the associate degree to the student per its discretion.

Disability Services

University of Phoenix recognizes and accepts its obligations under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide reasonable accommodations to otherwise qualified disabled students in all University programs and activities.

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

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

Obtain Information

The disability services advisor is responsible for managing the accommodation process, including any negotiations regarding services, and finalizing appropriate student accommodations.

Additional information and a list of disability services advisors are located at <http://www.phoenix.edu/students/disability-services.html>

General Contact Information

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

Central Administration

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

Online Campus

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

Admissions and Records Service Center

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

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

Faculty

University faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, human services professionals and leaders in other professional areas who also possess advanced degrees. A list of faculty may be obtained from 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 the cohort of full-time, first-time (FTFT) degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete all requirements of their program of study. A first-time student is defined as a student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level.

Data are collected on the number of students entering the institution as 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 2008–2009 cohort and the percentages of those students who graduated within 150% by Aug. 31, 2014.

The table below shows FTFT undergraduate students and is derived from the IPEDS graduation rate survey, although shown in aggregate rather than by degree/award type. The University is a

nontraditional institution that caters to a wide variety of students, including many who have previously attended another institution of higher education, and would not be classified as first-time students. Data includes recipients of Pell Grants or subsidized loans, or neither type of aid during the 2008–2009 cohort years (September 1 – August 31).

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	121,517	20,838	17%
Male	34,940	4,963	14%
Female	86,577	15,875	18%
Nonresident Alien	1,527	404	26%
Hispanic/ Latino	7,407	1,404	19%
American Indian or Alaskan Native	1,201	190	16%
Asian	674	155	23%
Black or African American	24,867	3,150	13%
Native Hawaiian or Other Pacific Islander	700	129	18%
White	41,864	10,308	25%
Race or Ethnicity Unknown	43,277	5,098	12%
Pell Grant Recipients	81,370	13,045	16%
Subsidized Stafford Loan Recipients who did not receive a Pell Grant	18,485	4,436	24%
Students who received neither Pell Grants nor Subsidized Stafford Loans	21,662	3,357	15%

* Excludes 497 students who became deceased after entering the cohort, but before they graduated.

Retention Rates

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding retention rates of degree- and/or certificate-seeking first-time, full-time (FTFT) undergraduate students entering the institution. Retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. The table shown below is the percentage of FTFT undergraduate degree-seeking students from the previous fall who were still enrolled in the next fall.

Retention Rates for FTFT Undergraduate Students

Count of FTFT undergraduate students enrolled Fall 2013 (8/1/2013 to 10/31/2013)*	12,300
Count of FTFT undergraduate students enrolled Fall 2013 (8/1/2013 to 10/31/2013) still enrolled in Fall 2014 (8/1/2014 to 10/31/2014)	4,363
Retention	35.5%

* Excludes students who became deceased after 10/31/13 and those who were enrolled in and completed a certificate program shorter than 1 year in length who would not be expected to be retained in the following year.

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. Table 1 represents all enrolled students from July 1, 2013, through June 30, 2014. Of the total enrolled students, those who received Pell Grant funds during the July 1, 2013, through June 30, 2014, timeframe are shown in Table 2.

Table 1: All Enrolled Students by Gender and Race/Ethnicity

	Total Enrolled*	Percentage
Total Enrollment	418,790	100%
Male	142,479	34%
Female	276,311	66%
Nonresident Alien	7,630	1.8%
Hispanic/Latino	40,946	9.8%
American Indian or Alaskan Native	2,197	.5%
Asian	5,912	1.4%
Black or African American	81,620	19.5%
Native Hawaiian or Other Pacific Islander	3,079	.7%
White	129,775	31%
Two or more races	14,503	3.5%
Unknown	133,128	31.8%

Table 2: Pell Grant Recipients by Gender and Race/Ethnicity

	Total Enrolled*	Percentage
Pell Grant Recipients	187,270	100%
Male	50,905	27.2%
Female	136,365	72.8%
Nonresident Alien	2,330	1.3%
Hispanic/Latino	19,688	10.5%
American Indian or Alaskan Native	937	.5%
Asian	1,731	.9%
Black or African American	42,394	22.6%
Native Hawaiian or Other Pacific Islander	1,248	.7%
White	59,395	31.7%
Two or more races	9,189	4.9%
Unknown	50,358	26.9%

Note: Information reported on student diversity for all enrolled students is from the IPEDS 12 Month Enrollment Survey (July 1, 2013, to June 30, 2014). Pell recipients were those students from the 12 Month Enrollment Survey who were disbursed Pell funds during the July 1, 2013, to June 30, 2014 timeframe.

Types of Education in Which Graduates Enroll

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

Approximately 14% of students who completed a bachelor's degree from University of Phoenix between July 1, 2013, to June 30, 2014, went on to enroll in a graduate or professional program at University of Phoenix. The most common programs students enrolled in are as follows:

- Master of Business Administration
- Master of Science in Psychology/Behavioral Health
- Master of Science in Psychology
- Master of Science in Administration/Human Resource Management
- Master of Health Administration

The data is derived from the IPEDS Completions Survey (July 1, 2013 to June 30, 2014 data) and the IPEDS Fall Enrollment Survey (Aug. 1, 2014 to Oct. 31, 2014 data).

Alumni Attending Graduate School

Fifty-five percent of University of Phoenix alumni indicated they are attending, or plan to attend, graduate school. Of this 55%, 19% are currently pursuing a graduate degree at University of Phoenix. Forty-three percent of University of Phoenix master program graduates indicated they planned to attend a doctoral-level program. Of this 43%, 4% are currently pursuing a doctoral degree at University of Phoenix.

Sixty-five percent of University of Phoenix bachelor program graduates indicated they planned to attend a master-level program. Of this 65%, 15% are currently pursuing a master's degree at University of Phoenix.

Working Alumni

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

University of Phoenix Alumni Employment by Industry*

Health Services	17%
Education	13%
Manufacturing	6%
Retail Trade (Non-Restaurant)	5%
Technology	5%
State and Local Government	4%
Federal Government	4%
Business Services	2%
Social Services	2%
Insurance	3%
Transportation	3%
Finance/Financial Services	3%
Banking	3%
Military	2%

*Question #40: In what industry do you work? Bases: Respondents who 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 Occupation*

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

*Question #41: What is your occupation? Bases: Respondents who are employed - 25,214.

Title II of Higher Education Act-Academic Year 2012-2013

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.

Title II HEA Pass-Rate Information

Program completers achieved the following scores for academic year 2013-2014:

Arizona

Professional knowledge — Elementary: 95%

Professional knowledge — Secondary: 100%

Professional knowledge — Early Childhood: Less than 10 candidates, score not provided

Aggregate professional knowledge: 95%

Aggregate content areas: 96%

Special populations: 96%

California

California basic educational skills test (CBEST): 100%
Reading instruction competence assessment (RICA) — Elementary only: 75%
Aggregate content areas: 96%

Other academic content areas: 100%

Colorado

Aggregate academic content areas: 100%

Other academic content areas: 100%

Special populations: Less than 10 candidates, score not provided

Hawaii

Aggregate basic skills: 100%

Aggregate professional knowledge: 100%

Aggregate academic content areas: 100%

Indiana

Aggregate basic skills: Less than 10 candidates, score not provided

Aggregate academic content areas: Less than 10 candidates, score not provided

Missouri

Aggregate professional knowledge: Less than 10 candidates, score not provided

Nevada

Aggregate basic skills: 100%

Aggregate academic content areas: 100%

Aggregate professional knowledge: Less than 10 candidates, score not provided

Program Information for Academic Year 2013–2014

	AZ	CO	CA	HI	IN	MO	NM	NV	OR	TX	UT
Number of students enrolled	9,104	189	1,381	122	136	91	201	274	22	56	155
Number of students in student teaching	1,328	117	138	20	4	24	56	46	14	11	27
Number of supervising faculty including part- and full-time	407	32	71	11	2	4	18	11	2	9	9
Student-to-faculty ratio for student teaching	4:1	4:1	2:1	2:1	2:1	6:1	3:1	4:1	7:1	2:1	3:1
Average hours per week in student teaching	40	40	40	40	40	40	40	40	40	40	40
Number of weeks of student teaching	12	15	15	13	12	12	14	13	15	12	12
Is the Teacher Education Program currently approved by the state?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is the Teacher Education Program currently designated as low performing?	No	No	No	No	No	No	No	No	No	No	No

Federal Financial Aid Application Process

Student Aid (FAFSA), available at <http://www.fafsa.gov>. This is the first step to determining a student's eligibility for federal financial aid.

not provided

Aggregate teaching special education: Less than 10 candidates, score not provided

New Mexico

Aggregate basic skills: 100%

Teacher competency — Elementary: 81%

Teacher competency — Secondary: Less than 10 candidates, score not provided

Aggregate teacher competency: 88%

Aggregate academic content areas: 100%

Oregon

Aggregate teacher competency: Less than 10 candidates, score not provided

Aggregate academic content areas: Less than 10 candidates, score not provided

Aggregate basic skills: Less than 10 candidates, score not provided

Texas

Aggregate professional knowledge: Less than 10 candidates, score not provided

Utah

Aggregate academic content areas: 100%

Aggregate teaching special populations: Less than 10 candidates, score not provided

Federal financial aid will be processed after submitting an application for admission and registering for courses in an eligible degree program. Admissions and program requirements vary by state. Please refer to the Academic Catalog for state- and/or program-specific information at <http://www.phoenix.edu/programs/>

degree-programs/academic-catalog.html

During the federal financial aid 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 Loan Request form
- Federal Direct Loan Master Promissory Note (MPN)
- Entrance counseling
- Financial Aid Authorization form if, and only if, a student chooses this option

The University highly recommends using the online financial aid application website. This website allows a student to complete and electronically sign 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. 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 that 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), username and password, and/or other credential, that person certifies that he or she is the person identified by the PIN, username and password, and/or other credential and has not disclosed that PIN, username and password, and/or other credential to anyone else. If the parent or student purposely gives false or misleading information, he or she 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.

Federal, State and Institutional Financial Aid Programs

Degree-seeking students who are U.S. citizens or eligible noncitizens enrolled in an eligible academic program can apply for federal financial aid as a means of assisting with financing their education. Certificate programs may also be eligible for federal financial aid. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions.

Students may also be eligible to receive funding through state grant or scholarship programs in their states where available. Students should contact a 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:

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

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

Student/Parent Eligibility Policy

Federal regulations require students meet specific eligibility criteria before being awarded federal financial aid.

Policy

The University ensures all students meet all eligibility requirements prior to awarding federal financial aid.

Enrollment

Prior to awarding federal financial aid, the University confirms the student is enrolled, or accepted for enrollment, as a regular student at the University. Students must be admitted and matriculated to a program of study eligible for federal financial aid. Students who are not admitted and matriculated will not be certified or disbursed federal financial aid. Any student enrolled in an elementary or secondary institution is not eligible to receive federal financial aid.

Students who are provisionally admitted, as described below, must also be matriculated.

Students in any graduate (non-doctoral) degree program who meet all admission requirements, except the minimum GPA requirement for their program, may be admitted on a provisional status if they earned a GPA between 2.0 and 2.49 on the undergraduate degree posted transcript, unless otherwise noted in academic policy.

High School Diploma or Equivalent

Students must be qualified to study at the postsecondary level. For students attending the University, one of the following criteria must be met and appropriate documentation provided:

- High school diploma
 - A copy of the student's high school diploma
- Recognized equivalent of a high school diploma
 - General Education Development (GED) certificate
 - California High School Proficiency Examination (CHSPE)
 - HiSET Completion Certificate
- Documentation provided by the state or appropriate Department of Education in the student's state or jurisdiction indicating that the student has earned a secondary completion credential that has the same rights, privileges and rigor of a normal high school diploma
- An academic transcript indicating the student successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree
- A homeschool diploma that is conferred by the state in which it was completed or by an entity that is accredited by an approved body

Loan Limits

A student is ineligible for federal financial aid if annual or aggregate loan limits made under any federal financial aid HEA loan program have been exceeded or has property subject to a judgment lien for a debt owed to the United States.

Drug Convictions

Students become ineligible for Title IV federal financial aid if convicted of possession or sale of drugs for any offense that occurred during any period of enrollment for which the student was receiving federal financial aid funds. Any conviction that was reversed, set aside or removed from the student's record does not count; nor does a conviction received when the student was a juvenile, unless the student was tried as an adult. If the student was convicted of both selling and possessing illegal drugs and the periods of ineligibility are different, the student will be ineligible for the longer period.

The University will make available to all students, through consumer information, details regarding the penalties for these types of drug violations.

Other departments will send notification to Student Financial Services — Operations (SFS-O) once aware a student has been convicted of any offense involving the possession or sale of illegal drugs, to cancel future federal financial aid disbursements. SFS-O will notify the student of lost eligibility due to a drug violation and provide information regarding the specific penalties, along with information on how to regain eligibility for federal financial aid.

Incarcerated Students

University of Phoenix must ensure that no more than 25% of its regular students are incarcerated. This percentage will be monitored for the latest completed award year.

An incarcerated student is someone serving a criminal sentence in a federal, state or local penitentiary, prison, jail, reformatory, work farm or other similar correctional institution. A student in a less formal arrangement, such as a halfway house, home detention or

sentenced to serve only weekends, is not considered to be incarcerated.

Title IV Eligibility for Incarcerated Students

All incarcerated students are:

- Not eligible for Title IV federal financial aid loans
- Eligible for FSEOG

Students incarcerated in federal or state penal institutions are not eligible for Pell Grants.

Students incarcerated by jurisdictions defined as a state in the law, such as the District of Columbia, are considered to be in a state penal institution and are not eligible for Pell Grants.

Students incarcerated in local penal institutions (local or county jails, penitentiaries, correctional facilities and juvenile justice facilities) are eligible for Pell Grants.

Students who are subject to an involuntary civil commitment following incarceration for a sexual offense are not eligible to receive Pell Grants.

Cost of Attendance for Incarcerated Students

Cost of attendance includes an allowance for tuition, course materials fees, books and supplies, if required in the program of study. No other expenses are included. Allowable costs are assessed at the rate designated in the University's Student Financial Aid budgets.

Regaining Title IV Eligibility for Incarcerated Students

The University may accept a written self-certification indicating the student is no longer incarcerated. The student becomes eligible for federal financial aid funds as of the date his or her incarceration has ended.

Citizenship

All students must be a U.S. citizen or national or U.S. permanent resident or other eligible noncitizen to receive federal financial aid. A citizen of the Federated States of Micronesia, Republic of the Marshall Islands, or the Republic of Palau is eligible to receive federal financial aid under the Federal Pell Grant but is not eligible for Direct Loans. Citizens of Palau are also eligible for FSEOG.

Secondary Confirmation

If a student indicates an eligible noncitizen on the FAFSA and provides an A-Number, identifying information will be automatically sent to the Department of Homeland Security (DHS) for primary and, if necessary, secondary confirmation. If the University receives an SAR/ISIR with a secondary confirmation match flag of P, the DHS will continue to check its records in a process called automated secondary confirmation. The University will wait at least five, but no more than 15, business days for the result of automated secondary confirmation. If the result is not received by that time, the University will begin the paper process of secondary confirmation.

The University has 10 business days after receipt of the documents for immigration status to undergo paper secondary confirmation. The University will notify the student of the final decision based on the secondary confirmation results.

Default

Any student applying for federal financial aid must not be in default on a loan made under any federal financial aid program or HEA loan program.

Overpayments

A student must not currently owe an overpayment of federal grant funds or Federal Perkins Loan to be eligible for federal financial aid.

Selective Service

The University requires men who are age 18 through 25 to register with the Selective Service System. Students who are exempt or waived from this requirement are asked to provide the University with supporting documentation for review. The review process is documented along with the supporting documentation provided. If, after the review, the student is not clearly exempt or waived from the requirement to register, the University will ask the student to provide a Status Information Letter from the Selective Service.

Unusual Enrollment History (UEH)

The University resolves an Institutional Student Information Record (ISIR) that reports a UEH flag prior to awarding a student Title IV funds. The UEH flags are:

- N — No resolution is required by the university; the student's enrollment pattern is not unusual.
- 2 — The University reviews the student's enrollment and financial aid records to determine if, during the three-award-year review period (award years 2011/2012, 2012/2013 and 2013/2014), the student received a Pell Grant at the University.
- 3 — The University reviews the student's academic records to determine if the student received academic credit at the University during the three-award-year period (award years 2011/2012, 2012/2013, 2013/2014). In addition, the University reviews the National Student Loan Data System (NSLDS) to identify all schools where the student received Pell Grant funding over the past three award years.

The University will determine, for each of the previously attended schools, whether academic credit was earned during the award year the student received Pell Grant funds. This determination is based upon academic transcripts already obtained by the University or by asking the student to provide academic transcripts or grade reports.

Students who do not show earned credit for the Pell Grant awards received in the past three years, and who may have special circumstances, may submit a request through the Professional Judgment (PJ) Team for approval.

Students who do not meet any of the above criteria are immediately not eligible for federal aid.

Approval of Continued Eligibility for UEH

If the student's continued eligibility for federal financial aid funds is approved, and in order for the student to remain eligible for federal financial aid funds, the student must successfully complete one payment period at the University.

Denial of Continued Eligibility for UEH

If the student did not earn academic credit at one or more of the relevant schools and does not provide acceptable documentation, the University will deny the student any additional federal financial aid funds.

Regaining Eligibility for UEH

The student is required to successfully complete one payment period at the University to regain federal financial aid eligibility. During this time, the student is required to use an alternate method of payment for tuition and fees. Upon regaining eligibility, loans may be awarded retroactively back to the beginning of the AY, but Pell Grants are only awarded going forward/starting with the next payment period.

Parental Nonsupport

Although students whose parents refuse support are not eligible for a dependency override, the University has the authority to offer

a dependent student a Direct Unsubsidized Loan without requiring the parent(s) to file a FAFSA provided supporting documentation is obtained. Supporting documentation consists of a completed parental nonsupport confirmation form or a signed and dated verification statement from the parent(s) specifying the following:

- The parent(s) do not provide any financial support and the date the financial support ended,
- The parent(s) will not provide any financial support in the future; and
- The parent(s) refuse to complete the parental section of the FAFSA.

The University may accept documentation from a third party (e.g., teacher, counselor, clergy, court, etc.) describing the student's relationship with the parent(s) if the parent(s) will not provide the required verification statement.

Students who are offered the Direct Unsubsidized Loan without parental data on the FAFSA are only eligible to receive the loan limit based on dependent undergraduate student annual maximums. For example, a first-year undergraduate student cannot receive more than \$5,500 (\$3,500 base plus \$2,000). The parent(s) cannot later apply for a PLUS Loan, unless the parents are separated or divorced, in which case the noncustodial parent can apply for a PLUS Loan. If the noncustodial parent is subsequently denied the PLUS Loan, the student's Direct Unsubsidized Loan eligibility is not increased. The student will not be eligible for any other Title IV financial aid programs.

Dependency Overrides

A student who does not meet the definition of independent may be designated as independent if the University makes a documented determination of independence due to special circumstances. The U.S. Department of Education interprets a special circumstance as one that makes it inappropriate to expect a parental contribution. Examples of special circumstances include inability to locate parents, an abusive family environment or abandonment by parents. Generally, the documentation of special circumstances will come from a third party who knows the student's situation (such as a teacher or member of the clergy), but in cases where this is not available, the University will accept a signed statement from the student detailing the special circumstance.

Professional judgment is not used to change the status of a student from independent to dependent. However, the University may use professional judgment to account for parental support where special circumstances warrant.

Dependency overrides do not carry over from one year to the next. If the student is not independent for some other reason noted on the FAFSA, the University will reaffirm each year that the special circumstance persists and an override is still justified.

PLUS Exceptional Factor

Dependent students whose parents are unable to borrow PLUS Loans due to adverse credit or other exceptional circumstances may receive additional Direct Unsubsidized Loans for the same amount as independent undergraduate students. The PLUS exceptional factor is not a dependency override, as parent information is provided on the FAFSA. Examples include:

- The parent is incarcerated.
- The parent's whereabouts are unknown.
- The parent has filed for bankruptcy and has provided a letter from the bankruptcy court stating that as a condition of the bankruptcy filing, the parent may not incur any additional debt.

- The parent's income is limited to public assistance or disability benefits, and it has been documented that the parent would not be able to repay the PLUS Loan.
- The parent of a dependent student is not a U.S. citizen or permanent resident, or is unable to provide evidence from the U.S. Citizenship and Immigration Service (USCIS) that he or she is in the United States for other than a temporary purpose with the intention of becoming a citizen or permanent resident.

Supporting documentation may include, but is not limited to, documentation that corroborates the exceptional circumstances. The University will re-examine and document that exceptional circumstances continue to apply before certifying/originating additional unsubsidized loan amounts for the dependent in a subsequent award year.

Eligibility for Direct and PLUS Loans

A student is eligible to receive a Direct Subsidized Loan, a Direct Unsubsidized Loan or a combination

of these loans if the student meets the following requirements:

- The student is enrolled, or accepted for enrollment, on at least a half-time basis in a school that participates in the Direct Loan Program.
- The student meets the requirements for an eligible student.
- In the case of an undergraduate student who seeks a Direct Subsidized Loan or a Direct Unsubsidized Loan at a school that participates in the Federal Pell Grant Program, the student has received a determination of Federal Pell Grant eligibility for the period of enrollment the loan is sought.

The annual loan limit for graduate and professional students is \$20,500. This amount is limited to Direct Unsubsidized Loans only. In the case of a borrower whose previous loan or TEACH Grant service obligation was cancelled due to total and permanent disability, or discharged after a final determination of total and permanent disability, the borrower:

- Must obtain certification from a physician that the borrower is able to engage in substantial gainful activity;
- Must sign a statement acknowledging the Direct Loan the borrower receives cannot be discharged in the future on the basis of any impairment present when the new loan is made, unless that impairment substantially deteriorates; and
- If the borrower receives a new Direct Loan, other than a Direct Consolidation Loan, within three years of the date that any previous Title IV loan or TEACH Grant service obligation was discharged due to a total and permanent disability, the student must resume payment on the old loan before receipt of the new loan or TEACH Grant.

In the case of a borrower whose prior loan under Title IV federal financial aid was conditionally discharged after an initial determination that the borrower was totally and permanently disabled based on a discharge request received prior to July 1, 2010:

- The suspension of collection activity on the prior loan has been lifted;
- The borrower complies with all requirements;
- The borrower signs a statement acknowledging the loan that has been conditionally discharged prior to a final determination of total and permanent disability cannot be discharged in the future on the basis of any impairment present when the borrower applied for a total and permanent disability discharge or when the new loan is made, unless that impairment substantially deteriorates; and

- The borrower signs a statement acknowledging that the suspension of collection activity on the prior loan will be lifted. A graduate/professional student or parent is eligible to receive a Direct PLUS Loan if the following requirements are met:
 - Student completes a current award year Free Application for Federal Student Aid (FAFSA).
 - The parent borrower is the student's biological or adoptive mother or father or the student's stepparent if his or her income and assets are taken into account when calculating the student's EFC.
 - The parent borrower is borrowing to pay for educational costs of a dependent undergraduate student who meets the requirements for an eligible student.
 - The parent borrower provides a Social Security number for his or herself and the student.
 - Student or parent borrower meets the requirements pertaining to citizenship and residency.
 - Student or parent borrower meets the requirements concerning defaults and overpayments.
 - Student or parent borrower is not incarcerated.
 - The federal government does not have a judgment lien on the parent's property.
 - Complies with the requirements for submission of a Statement of Educational Purpose for the student, except for the completion of a Statement of Selective Service Registration Status.
 - Student or parent borrower does not have an adverse credit history.
 - Student or parent borrower has an adverse credit history but has obtained an endorser who does not have an adverse credit history; or has an adverse credit history but documents to the satisfaction of the Secretary that extenuating circumstances exist. (Note: Effective March 29, 2015: PLUS Loan

counseling must be completed by the applicant [parent or graduate/professional student] with an adverse credit history who qualifies for a Direct PLUS Loan by obtaining an endorser who does not have an adverse credit history, or who documents to the satisfaction of the Department of Education that there are extenuating circumstances related to the adverse credit information.)

Grant Programs

Federal Grant Programs

University of Phoenix participates in the following federal grant programs:

Federal Pell Grant

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

Students can receive the Federal Pell Grant for no more than 12 semesters or the equivalent: <http://studentaid.ed.gov/types/grants-scholarships/pell/calculate-eligibility>

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG program is for undergraduate students with exceptional financial need. Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for an FSEOG.

The FSEOG does not have to be repaid.

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

Iraq and Afghanistan Service Grant (IASG)

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

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

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

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grants of up to \$4,000 per award year to students who are completing or plan to complete coursework required to start a career in teaching. Students receiving the grant must sign the agreement to serve and agree to teach:

- In a high-need field
- At an elementary school, secondary school or educational service agency that serves low income students
- At least four complete academic years within eight years after completing the course of study the grant was received for

All students in a TEACH-eligible program at the University will be sent a notification letter of their potential eligibility and instructions on how to apply for the TEACH Grant. Students must have a cumulative GPA of a least 3.25, sign an Agreement to Serve (ATS) at <https://teach-ats.ed.gov/ats/index.action>, and complete all required counseling each year they wish to be considered for a TEACH Grant.

For more detailed information on eligibility and how to apply for the TEACH Grant, visit <http://studentaid.ed.gov/types/grants-scholarships/teach>

TEACH Grant-Eligible Programs

The University has latitude to designate TEACH-eligible programs provided it meets criteria set forth by the U.S. Department of Education. TEACH-eligible programs are as follows:

MAED/SPE Master of Arts in Education/Special Education

MAED/TED-S Master of Arts in Education/Secondary Teacher Education

MAED/TEDHS (Oregon) Master of Arts in Education/Secondary Education — High School/Middle Level

MAED/TEDMM (Texas) Master of Arts in Education/Teacher Education Middle Level Mathematics

MAED/TEDMS (Texas) Master of Arts in Education/Teacher Education Middle Level Science

MAED/TEDMG (Texas) Master of Arts in Education/Teacher Education Middle Level Generalist

MAED/TEDSS (Texas) Master of Arts in Education/Teacher Education Secondary Level Science

MAED/TEDSM (Texas) Master of Arts in Education/Teacher Education Secondary Level Mathematics

State Grant Programs

Students may also be eligible to receive funding through state grant or scholarship programs where available. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions. Contact a

Finance Advisor at 866.766.0766 for additional information on state grant and/or scholarship programs. A list of campuses is available at <http://www.phoenix.edu/campus-locations.html>

The actual amount of state grants awarded to any student is contingent on the availability of funds. The University cannot guarantee any funding from the state grant sources listed, as the list is subject to change without notice based upon changes in state budgetary constraints, state law or regulation, and/or University participation. Where work or other requirements are included in order to preclude the conversion of a scholarship or grant to a loan, the University makes no representation or warranty as to whether a graduate will be able to obtain such employment or fulfill such other requirements.

For information regarding the grants offered by states — how to apply, eligibility, deadlines, etc. — see the list of programs and their respective websites and phone numbers below. For additional specific eligibility information, the institution may contact you directly when determining grant eligibility. Please note that states sometimes change eligibility requirements for existing grant programs or even eliminate programs for a period of time. The list below is deemed complete, but please confirm with your state.

ETV (Education Training Voucher) Program for Alabama, Arizona, Colorado, Maryland, Missouri, New York, North Carolina, Ohio and Washington D.C.

<http://www.fc2sprograms.org/>

Arizona

Arizona Commission for Postsecondary Education (ACPE)
602.258.2435
<https://highered.az.gov>

Leveraging Educational Assistance Partnership (LEAP) Grant
<https://azgrants.az.gov/arizona-leveraging-educational-assistance-partnership-azoleap>

College Access Challenge Last Stretch (CAC Last Stretch) Scholarship
<https://azgrants.az.gov/college-access-challenge-last-stretch-scholarship>

Math, Science, Special Education (MSSE) Teacher Forgiveness Loan Program
<https://azgrants.az.gov/math-science-and-special-education-teacher-loan-forgiveness-program>

Private Postsecondary Education Student Financial Assistance Grant Program (PFAP)
<https://azgrants.az.gov/arizona-private-postsecondary-education-student-financial-assistance-program>

Postsecondary Education Grant (PEG) Program
<https://azgrants.az.gov/postsecondary-education-grant>

Special Postsecondary Education Grant (Special PEG)
<https://azgrants.az.gov/special-postsecondary-education-grant>

California

Chafee Grant
888.224.7268

<https://www.chafee.csac.ca.gov/>

Florida

Office of Student Financial Assistance (OSFA)

	888.827.2004 http://www.floridastudentfinancialaid.org/	Child Care Grant http://www.ohe.state.mn.us/mPg.cfm?pageID=140
Florida	Florida Student Assistance Grant Program http://www.floridastudentfinancialaid.org/SSFAD/home_uamain.htm	Minnesota GI Bill Program http://www.ohe.state.mn.us/mPg.cfm?pageID=1803
	Bright Futures Scholarship Program Florida Medallion Scholars (FMS) Award Florida Gold Seal Vocational Scholars (GSV) Award http://www.floridastudentfinancialaid.org/SSFAD/bf	Minnesota Indian Scholarship Program http://www.ohe.state.mn.us/mPg.cfm?pageID=149
Scholarship for Children or Spouses of Deceased or Disabled Veterans and Service Members	http://www.floridastudentfinancialaid.org/SSFAD/factsheets/CDDV.pdf	Missouri Education and Training Voucher (ETV) Program 800.585.7115 http://www.fc2sprograms.org/missouri/
	José Martí Scholarship Challenge Grant Fund http://www.floridastudentfinancialaid.org/SSFAD/factsheets/JoseMarti.pdf	New York Education and Training Voucher (ETV) Program 877.766.5025 http://www.fc2sprograms.org/new-york/
Hawaii	Kamehameha Schools Financial Aid and Scholarship Services (FASS) 800.344.8328 http://www.ksbe.edu/finaid/	North Carolina College Foundation of North Carolina (CFNC) http://www.cfnc.org/about/info_about.jsp
	Na Ho Okama A Pauahi Imi Na Auao http://www.ksbe.edu/finaid/	Education and Training Voucher (ETV) Program 800.585.6118 http://www.fc2sprograms.org/north-carolina/
Indiana	Education and Training Voucher (ETV) Program 855.577.2388 http://www.indianaetv.org/	National Guard Tuition Assistance Program (TAP) 866.866.2362 http://www.cfnc.org/Gateway?command=GetProgramDetail&type=3&id=56
Louisiana	Chafee Educational and Training Voucher (ETV) Program 800.259.5626 http://www.osfa.state.la.us/Chafee.htm	Ohio Ohio Higher ED http://www.ohiohighered.org/
Maine	http://maine.gov/portal/education/	Ohio College Opportunity Grant Program Tamika Braswell 614.728.8862 https://www.ohiohighered.org/ocog
	Gaining Early Awareness and Readiness for Undergraduate Programs 866.291.0004 http://www.gearupme.org	Nurse Education Assistance Loan Program Melissa Marshall 614.466.3561 https://www.ohiohighered.org/nealp
Michigan	Gaining Early Awareness and Readiness for Undergraduate Programs 888.447.2687 http://www.michigan.gov/mistudentaid/0,4636,7-128-60969_61016--,00.html	Ohio War Orphans Scholarship Amber Brady 614.752.9528 https://www.ohiohighered.org/ohio-war-orphans
Minnesota	Minnesota Office of Higher Education (MO HE) 651.642.0567 http://www.ohe.state.mn.us/	Ohio Education Training Voucher (ETV) Program 855.471.1931 http://www.fc2sprograms.org/ohio/
	Minnesota State Grant http://www.ohe.state.mn.us/mPg.cfm?pageID=138	Ohio National Guard Scholarship Program Afrika Alsup 614.336.7143 888.400.6484 http://ong.ohio.gov/information/education/scholarship_index.html

Oklahoma

Oklahoma's Promise
405.225.9239 | 800.858.1840
<http://www.okhighered.org/okpromise/>

Oregon

Office of Student Access and Completion (OS AC)
541.687.7400 | 800.452.8807
<http://www.oregonstudentaid.gov/about-osac.aspx>
Chafee Education and Training Grant
<http://www.oregonstudentaid.gov/chafeeetv.aspx>

Pennsylvania

Pennsylvania Higher Education Assistance Agency (PHEAA)
800.233.0557
<http://www.pheaa.org/index.html>

Pennsylvania State Grant Program
800.692.7392
<http://www.pheaa.org/funding-opportunities/state-grant-program/index.shtml>

Chafee Education and Training Grant Program
800.692.7392
<http://www.pheaa.org/funding-opportunities/other-educational-aid/chafee-program.shtml>

Pennsylvania National Guard Educational Assistance Program (EAP)
800.692.7392
<http://www.pheaa.org/funding-opportunities/aid-for-military-national-guard/national-guard-eap.shtml>

Rhode Island

Rhode Island Higher Education Assistance Authority (RIHEAA)
401.736.1100
<http://www.riheaa.org/>

Rhode Island State Grant Program
401.736.1170
<http://www.riheaa.org/sng/>

Tennessee

Tennessee National Guard Scholarship Program
615.833.9100 | 888.642.8448
http://www.state.tn.us/veteran/state_benefits/nat_guard_scholar.html

Vermont

Vermont Student Assistance Corp (VSAC)
888.307.8722 | Burlington area 654.3765
<http://services.vsac.org/wps/wcm/connect/vsac/VSAC>

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
Vermont Incentive Grant Program
<http://services.vsac.org/wps/wcm/connect/vsac/VSAC/Pay+for+College/Funding+Sources/Grants/>

Institutional Grant Programs

University of Phoenix is committed to providing financial assis-

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

Institutional Scholarships

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

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. Federal regulations limit a first-time borrower's eligibility for Direct Subsidized Loans to a period not to exceed 150% of the length of the borrower's educational program. Under certain conditions, the provision also causes first-time borrowers who have exceeded the 150% limit to lose the interest subsidy on their Direct Subsidized Loans. For more detailed information on Direct Subsidized Loan Time Limitation, visit <https://studentloans.gov/>

[myDirectLoan/directSubsidizedLoanTimeLimitation.action](#).

Note: Only first-time borrowers on or after July 1, 2013, are subject to the new provision. Generally, a first-time borrower is one who did not have an outstanding balance of principal or interest on a Direct Loan or on an FFEL Program Loan on July 1, 2013.

Direct Unsubsidized Loans — Direct Unsubsidized Loans are available to students with and without financial need. Like subsidized loans, the University will review the results of the FAFSA to determine the amount a student can borrow. Interest accrues (accumulates) on an unsubsidized loan from the date the loan is initially disbursed. 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://www.direct.ed.gov/mpn.html>, 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 <https://www.studentaid.ed.gov/types/loans/subsidized-unsubsidized>

Federal Direct PLUS Loan for Parent(s)

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

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

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

For more detailed information on eligibility and how to apply for Direct Parent PLUS Loans, visit <http://www.studentaid.ed.gov/types/loans/plus>

Federal Direct PLUS Loan for Graduate and Professional Degree Students

Graduate and professional degree students can borrow a Direct PLUS Loan to help cover education expenses at a fixed interest rate. Direct PLUS Loan eligibility is dependent upon the applicant's credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or to obtain an endorser.

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

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

Borrower's Rights and Responsibilities — Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, <http://www2.ed.gov/offices/OSFAP/DirectLoan/pubs/plus-rights.pdf>, attached to the Master Promissory Note (MPN) for Direct PLUS Loans.

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

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

Federal Direct Subsidized and Unsubsidized Annual Loan Limits

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

Grade Level	Dependent Undergraduate Student	Independent Undergraduate Student	Graduate/Professional Student
1 Freshman	\$5,500 - No more than \$3,500 of this amount can be subsidized loan	\$9,500 - No more than \$3,500 of this amount can be subsidized loan	\$20,500 Unsubsidized Loan only.* The aggregate amounts for graduate students include loans for undergraduate study.
2 Sophomore	\$6,500 - No more than \$4,500 of this amount can be subsidized loan	\$10,500 - No more than \$4,500 of this amount can be subsidized loan	
3 & 4 Junior and Senior	\$7,500 - No more than \$5,500 of this amount can be subsidized loan	\$12,500 - No more than \$5,500 of this amount can be subsidized loan	
Maximum total loan debt (aggregate loan limits)	\$31,000 -No more than \$23,000 of this amount may be in subsidized loans.	\$57,500 -No more than \$23,000 of this amount may be in subsidized loans	\$138,500 -No more than \$65,500 of this amount may be in subsidized loans. The aggregate amounts for graduate students include loans for undergraduate study.

Undergraduate certificate programs — Loan limits are based on the length of the program. For certificates that are less than an academic year, the \$9,500 loan limits would be prorated by the lesser fraction of the weeks or credits in the program, divided by the University academic year definition of weeks or credits. Students in undergraduate certificate programs that are greater than an academic year cannot borrow more than the Grade Level 1 loan limits for each academic year. For final academic years less than 24 credits (graduating students in undergraduate degree or certificate programs that are greater than an academic year), loan limits will be prorated based on the number of credits in the final academic year divided by 24. Please note students may also receive less funding if they receive other financial aid used to cover a portion of cost of attendance.

** Graduate and professional students are not eligible to receive Direct Subsidized Loans for loan periods beginning on or after July 1, 2012.*

A student whose parent cannot obtain a 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.

Federal Education Loan Interest Rates and Origination Fees

For information regarding Federal Student Loan Interest Rates and Origination Fees, 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 be eligible for 6% interest rate cap on the loans obtained before entering military service. Qualifying students must contact their loan servicer to request this benefit.

In addition, no interest is charged (for a period of no more than 60 months) on Direct Loans first disbursed on or after Oct. 1, 2008, while a borrower is serving on active duty or performing qualifying National Guard duty during a war, other military operation or national emergency, and serving in an area of hostilities qualifying for special pay. Qualifying students should contact their loan servicer for eligibility details and to request this benefit.

Prior Federal Loans and Financial Aid History

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 Understand your rights and responsibilities when considering private loan options. Clear and accurate information can help you make informed choices, so you borrow only what you need and can reasonably repay.

The University encourages that private loans be considered only after all federal and state financial aid options are exhausted. Private loans are made through third-party lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. These loans are not subsidized or guaranteed by the federal government. For more information on the difference between federal and private loans, please visit <http://www.consumerfinance.gov/paying-for-college/choose-a-student-loan/>

Private student loans may be available to both students and parents who are not eligible for federal financial aid or who need assistance beyond their financial aid eligibility. The lender determines eligibility, and amounts are limited to the cost of attendance minus other aid, including discounts and any other resources received. Students may choose to use any eligible lender that offers private

loans. The University does not maintain a list of lenders that offer private loans, nor will it endorse a particular lender. Students who need a focused resource to assist in finding a private loan may choose to use the list of private loan options developed by FinAid at <http://www.finaid.org/loans/privatestudentloans.phtml>

Financial Aid Awarding

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

If a student is eligible, Student Financial Services — Operations calculates an estimated financial aid award and provides notification to the student. The notification includes eligibility information for each financial aid program awarded, as well as the amount and anticipated disbursement dates. This notification may be electronic. Generally, financial aid awards are divided into two payment periods. Payment periods are based on individual course schedules and follow academic year requirements.

Federal Pell Grant eligibility for an undergraduate student is estimated before originating a Direct Subsidized or Unsubsidized Loan. In addition, a Direct Unsubsidized Loan is not originated without first determining the eligibility for a Direct Subsidized Loan. However, if the amount of the Direct Subsidized Loan is \$200 or less and the amount can be included as part of a Direct Unsubsidized Loan, the University is not required to originate a separate Subsidized Loan.

For a dependent student, the University may originate and disburse Parent PLUS funds without determining Federal Pell Grant and Direct Subsidized Loan eligibility. For a graduate student, the University must determine graduate/professional maximum Direct Unsubsidized Loan eligibility before originating a Graduate/Professional PLUS Loan.

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

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

Institutional grant and scholarship eligibility determination will vary.

Schedule Requirements

The University defines its academic year as follows:

- Associate programs are a minimum of 24 credits and 36 weeks of instructional time.
- Bachelor's programs are a minimum of 24 credits and 40 weeks of instructional time.
- Master's programs are a minimum of 24 credits and 48 weeks of instructional time.
- Doctoral programs are a minimum of 24 credits and 48 weeks of instructional time.

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

The academic year begins with the first eligible course of a degree program and ends when a student successfully completes both the credits and weeks of instructional time requirements. An academic year has no calendar time constraints and continues through periods of nonattendance that are less than 180 days until both the credit and weeks requirements are met. A week of instructional time is a week (a consecutive seven-day period) in which one day

of instruction occurs. Instructional time does not include periods of vacation, orientation or homework. An academic year that begins before a previous existing academic year has ended is considered an overlapping academic year.

Students who overlap courses or take courses concurrently may be required to complete additional credits to meet the number of weeks of instructional time required to complete the academic year.

The academic policy of the University prohibits a student from taking more than two courses concurrently without written approval from the Campus Director of Academic Affairs.

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

Advancing Programs Policy

The purpose of this policy is to document the University's treatment and determination of federal financial aid eligibility for students who advance programs (aka finish one program and begin another program) at the University.

If the student begins a new program at the University before the expiration of the prior program's end of program (EOP) academic year, the University will award all federal financial aid to complete the remainder of the prior program's EOP academic year.

Advancing Programs

A student who graduates from one program at the University and begins another program at the University is a student who is advancing programs. Federal financial aid awards for students who advance programs will be based on whether or not the student has begun a new academic year or has an overlapping academic year with the prior program.

New Academic Year

A student who graduates from one program at the University and begins another program after the expiration of the prior program's EOP academic year is a student who is advancing programs with a new academic year.

For these scenarios, the University will award the student all federal financial aid based on a full academic year as defined by the new program of study. (Refer to the Federal Pell Grant — IASG Policy, Direct Loan Policy, and Campus-Based Policy for further information on awarding and the Academic Year Definition Policy for further information on defined academic years.)

Overlapping Academic Years

A student who graduates from one program at the University and begins another program prior to the expiration of the prior program's EOP academic year is a student who is advancing programs with overlapping academic years. If an overlapping academic year exists, the student is required to complete the academic year in terms of both instructional weeks and credits in the prior program. For these scenarios, federal financial aid awards are determined as follows:

FEDERAL PELL GRANT AWARD

A student cannot receive more than his or her scheduled Federal Pell Grant award for a federal award year. (Refer to the Federal Pell Grant — IASG Policy for further information.) When a student has already received a Federal Pell Grant during the same federal

award year, the University determines the percentage of the scheduled Federal Pell Grant award that the student has received in order to calculate the student's remaining eligibility (if any) for a Federal Pell Grant award.

To calculate the student's remaining eligibility, the University uses the following formula:

$$\frac{\text{Pell disbursed in prior program}}{\text{Scheduled award in prior program}} = \frac{\% \text{ of scheduled award used}}{}$$

The University then determines the maximum percentage of the scheduled Federal Pell Grant Award the student may receive in the new program by using the following formula:

$$\frac{(100\% \text{ of scheduled award}) - (\% \text{ of scheduled award used})}{}$$

Maximum % of scheduled Pell award student may receive

When calculating the student's Federal Pell Grant award, the University also ensures the student does not exceed the Pell Lifetime Eligibility Used (Pell LEU).

The remaining Federal Pell Grant award amount is not divided equally across the payment periods in the new program. Instead, the Federal Pell Grant funds may be disbursed in an amount up to the student's remaining eligibility for each payment period, except that no payment period disbursement can exceed 50% of the scheduled annual award.

Federal Pell Grant Example: A student graduates from the AAB program and advances to the BSBA program at the University. It is determined the student's academic year for the AAB program overlaps with the academic year for the BSBA program.

Pell Data from the Prior Program at the University

Scheduled Pell award	\$4,000
Pell award disbursed	\$1,500

The University must now determine the student's remaining Pell Grant eligibility for the federal award year to determine the amount it may actually award to the student.

Pell Calculations by the University

Scheduled Pell award	\$4,000
Percentage of Pell award already used in the prior program (Pell award disbursed / scheduled Pell award)	$\$1,500 / \$4,000 = 37.5\%$
Percentage of remaining Pell eligibility (100% - % used)	$100\% - 37.5\% = 62.5\%$
Student's remaining Federal Pell Award (Scheduled award at University X percentage remaining eligibility)	$\$4,000 \times 62.5\% = \$2,500$

The student's remaining Federal Pell Grant eligibility is \$2,500. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. The student may receive half of the scheduled Federal Pell Grant award in the first payment period as long as the first payment period is half an academic year, and the remainder of the amount in the second payment period. If the first payment period is not at least half an academic year, the Pell is disbursed based on the remaining credits in the academic year.

Pell Disbursements in the New Program at the University

First payment period	\$2,000
Second payment period	\$500

FEDERAL DIRECT LOAN AWARD

The University will award a Direct Loan in the new program for the remainder of the prior program's EOP academic year as long as the student is enrolled at least half-time — i.e., at least six credit hours. (Refer to the Student/Parent Eligibility Policy for further information.) The loan period will cover the remaining credits and weeks of the overlapping academic year. The Direct Loan funds will not exceed the remaining balance of the student's annual loan limit at the loan level associated with the new program.

Direct Loan example: A student graduates from the AAB program and advances to the BSBA program at the University. It is determined the student's academic year for the AAB program overlaps with the academic year for the BSBA program. In the BSBA program, the student is a third-year, independent undergraduate student with a maximum annual Subsidized Loan eligibility of \$5,500 and Unsubsidized Loan eligibility of \$7,000.

Direct Loan Data from the Prior Program at the University

Subsidized Loan disbursed	\$1,688
Unsubsidized Loan disbursed	\$2,250

The University must now determine the student's remaining Subsidized and Unsubsidized Loan eligibility for the overlapping academic year in the BSBA program.

Direct Loan Calculations to Determine Remaining Eligibility for Overlapping AY

Remaining Subsidized Loan eligibility for overlapping AY (Annual Subsidized Loan limit – Subsidized Loan funds already disbursed)	\$1,688
Remaining Unsubsidized Loan Eligibility for Overlapping AY (Annual Unsubsidized Loan limit – Unsubsidized Loan funds already disbursed)	\$2,250

These remaining loan fund amounts will be disbursed based on the payment periods in the loan period at the University. (Refer to the Disbursements Policy for additional information.)

OTHER FEDERAL AID AWARDS

All other federal financial aid, including the Federal Supplemental Opportunity Grant (FSEOG) and Federal TEACH Grant, follow the same awarding process of finishing out the prior program's academic year.

External Transfer Policy

The purpose of this policy is to document the University's treatment and determination of federal financial aid eligibility for students who transfer to the University from another school.

External Transfers

Students who transfer to the University with or without accepted credits and who have overlapping academic years (AYs) with a prior school are referred to as external transfers. An overlapping AY exists if the student begins a program at the University prior to the expiration of the prior school's AY. If the prior school's AY length is less than 30 weeks, the University contacts the prior school to confirm the dates are correct or requests the school correct the dates in common origination and disbursement (COD).

The loan period (LP) — or payment period (PP), in the case of all other federal financial aid — to finish out the overlapping AY begins on the first day of courses at the University and ends on the inherited AY end date of the prior school. If this date falls in the middle of a course at the University, the LP/PP and AY end dates are extended to reflect the end date of the last course on the student's schedule that the student began prior to the inherited AY end date. If the inherited AY end date falls between courses scheduled, the inherited AY end date and the LP/PP end date to finish out the overlap reflects the inherited end date of the prior school. When awarding federal financial aid for the overlapping AY, the University determines the number of credits required to complete the overlapping AY. The student must be enrolled at least half-time — i.e., at least six credit hours in the LP that is finishing out the overlapping AY — in order to be eligible for Direct Loans. (Refer to the Student/Parent Eligibility Policy for additional information.)

The student must successfully complete the required number of credits in order to progress to the next AY and LP. The AY and LP are extended, as needed, until the student earns these credits. Therefore, if the student receives a W or F for courses in the overlap, the end dates of the overlapping AY and LP are extended, as needed, until the student earns these credits. Similarly, if the student receives an I grade or is granted an extension on time to complete coursework, the required number of credits are not successfully earned, and the overlapping AY and LP must be extended.

Federal Pell Grant Award

Students who transfer to the University after receiving a Federal Pell Grant at a previous school during the same award year may receive a Federal Pell Grant only if:

- The student submits a valid SAR to the University; or
- The University obtains a valid ISIR.

A student cannot receive more than his or her scheduled Pell award for a federal award year. (Refer to the Federal Pell Grant — IASG Policy for additional information.) When a student has already received a Federal Pell Grant during the same federal award year, the University determines the percentage of the scheduled Federal Pell Grant award that the student has already received in order to calculate the student's remaining eligibility (if any) for a Federal Pell Grant award.

To calculate the student's remaining eligibility, the University uses the following formula:

$$\frac{\text{Pell disbursed at prior school}}{\text{Scheduled award at prior school}} = \text{ % of scheduled award used}$$

The University then subtracts the percentage of scheduled award used from 100 to calculate the maximum percentage of the scheduled award the student may receive at the University. The University determines the Federal Pell Grant Award the student is eligible for by using the following formula:

$$(\text{Maximum of scheduled award remaining}) \\ \times (\text{Scheduled award at university})$$

$$\text{Maximum Pell award}$$

When calculating the student's Federal Pell Grant award, the University also ensures the student does not exceed the Pell Lifetime Eligibility Used (Pell LEU).

The remaining Federal Pell Grant award amount is not divided equally across the PPs in the new program. Instead, the Federal Pell Grant funds may be disbursed in an amount up to the student's remaining eligibility for each PP, except that no PP disbursement can exceed 50% of the scheduled annual award.

Pell Grant example: A student received a portion of a Federal Pell Grant at a community college, and then transferred to the University during the same federal award year. The community college performed a Return to Title IV (R2T4) calculation and returned a portion of the student's Federal Pell Grant award.

Pell Data from the Community College

Scheduled Pell award	\$3,000
Pell award disbursed	\$1,500
Amount of Pell funds returned due to R2T4 calculation	\$300
Net amount of Pell funds disbursed to student	\$1,200

The University's cost of attendance is higher than the community college, which increases the student's scheduled Federal Pell Grant to \$4,000 for the federal award year. The University must now determine the student's remaining Federal Pell Grant eligibility for the federal award year to determine the amount it may actually award to the student.

Pell Calculations to Determine Remaining Pell Eligibility

Scheduled Pell award at the University	\$4,000
Percentage of Pell award already used (Net Pell disbursed / Scheduled Pell award at prior school)	\$1,200 / \$3,000 = 40%
Percentage of remaining Pell eligibility (100% – Percentage used)	100% – 40% = 60%
Student's remaining Federal Pell Grant Award (Scheduled award at University X Percentage remaining eligibility)	\$4,000 X 60% = \$2,400

The student's remaining Federal Pell Grant eligibility is \$2,400. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. As long as the student's first PP in the new program is at least half of an AY (in both credits and weeks), the student may receive half of the scheduled award in the first PP. If the second PP in the new program falls in the same federal award year, the student will receive the remainder of the Federal Pell Grant amount in the second PP.

Pell Disbursements at the University

First payment period	\$2,000
Second payment period	\$500

FEDERAL DIRECT LOAN AWARD

The loan at the University may not exceed the remaining balance of the student's annual loan limits after the disbursements at the previous school are considered. If the balance of the program is less than an AY, those Direct Loans originated for a single PP are disbursed in two disbursements. (Refer to the Disbursements Policy for additional information.)

Direct Loan example: A student received a portion of a Direct Loan at a community college, and then transferred to the University during the same AY, creating an overlapping AY at the University. When the student transferred, the community college

performed a Return to Title IV (R2T4) calculation and returned a portion of the student's Direct Loan funds. The student is enrolled at the University as a first-year independent undergraduate student with maximum annual Subsidized Loan eligibility of \$3,500 and Unsubsidized Loan eligibility of \$6,000.

Direct Loan Data from the Community College

Subsidized Loan originally disbursed	\$1,750
Subsidized Loan funds returned due to R2T4 calculation	\$0
Net Subsidized Loan funds disbursed	\$1,750
Unsubsidized Loan originally disbursed	\$3,000
Unsubsidized Loan funds returned due to R2T4 calculation	\$1000
Net Unsubsidized Loan funds disbursed	\$2,000

The University must now determine the student's remaining Subsidized and Unsubsidized Loan eligibility for the overlapping AY.

Direct Loan Calculations to Determine Remaining Eligibility for Overlapping AY

Remaining Subsidized Loan eligibility (Annual Subsidized Loan limit – Net Subsidized Loan funds disbursed)	$\$3,500 - \$1,750 = \$1,750$
Remaining Unsubsidized Loan Eligibility (Annual Unsubsidized Loan limit – Net Unsubsidized Loan funds disbursed)	$\$6,000 - \$2,000 = \$4,000$

These remaining loan fund amounts will be disbursed based on the PPs in the LP at the University. (Refer to the Disbursements Policy for additional information.)

OTHER FEDERAL AID AWARDS

All other federal financial aid, including the Federal Supplemental Opportunity Grant (FSEOG) and Federal TEACH Grant, will follow this same awarding process of finishing out the overlapping AY.

Program Changes Policy

The purpose of this policy is to document the University's treatment and determination of federal financial aid eligibility for students who change programs during an open payment period at the University.

Program Changes

Federal regulations require the University to evaluate the federal financial aid award for a student who has changed programs during an open payment period to determine whether or not the student may remain in the same payment period or if the student will be required to begin a new academic year (AY) and payment period. For a student to be considered in the same payment period, all five (5) of the following conditions must be met:

- The student is continuously enrolled at the University.

- The courses in the payment period the student is transferring out of are substantially similar to the courses the student will be taking in the new program, and credits associated with the courses transfer to the new program.
- The payment periods are substantially equal in weeks of instruction and credit hours.
- There are little or no changes in tuition and fee charges associated with the payment period.
- The credits successfully completed and earned in the payment period for the program the student is transferring out of are accepted for credit in the new program.

If All Five Conditions Are Met

If all five (5) conditions are met, the student will remain in the original payment period and AY. However, adjustments to disbursement dates, payment period start and end dates, and the AY end date may be made to address any changes to when the student will complete the required credit hours and weeks of instructional time of the AY.

If All Five Conditions Are Not Met

If all five (5) conditions are not met, the University will perform a Return of Title IV (R2T4) calculation to withdraw the student from the payment period for the program the student is transferring out of and update the program's AY/loan period (LP) accordingly. (Please refer to the Return to Title IV Policy for additional information.)

Once the Return to Title IV (R2T4) calculation has been completed and all required federal aid funds returned as required, the University will package the student for the new program based on a new AY/LP as follows:

FEDERAL PELL GRANT AWARD

If the student is eligible for the Federal Pell Grant, the University must identify the amounts of Federal Pell Grant already received for the federal award year in the program the student transferred out of and determine the percentage of the student's annual scheduled Federal Pell Grant award already used.

To calculate the student's remaining eligibility, the University uses the following formula:

$$\frac{\text{Pell disbursed in prior program}}{\text{Scheduled award in prior program}} = \frac{\% \text{ of scheduled award used}}$$

The University then determines the maximum percentage of the scheduled Federal Pell Grant award the student may receive in the new program by using the following formula:

$$\frac{(100\% \text{ of scheduled award}) - (\% \text{ scheduled award used})}{\text{Maximum % scheduled Pell award student may receive}}$$

When calculating the student's Federal Pell Grant award, the University will also ensure the student does not exceed the Pell Lifetime Eligibility Used (Pell LEU). The remaining Federal Pell Grant award amount is not divided equally across the payment periods in the new program. Instead, the Federal Pell Grant funds may be disbursed in an amount up to the student's remaining eligibility.

for each payment period, except that no payment period disbursement can exceed 50% of the scheduled annual award.

Federal Pell Grant example: A student transfers from the AAB program to the BSBA program at the University and all five conditions are NOT met.

Pell Data from the Prior Program at the University

Scheduled Pell award	\$4,000
Pell award kept as a result of the R2T4 calculation	\$1,500

The University must now determine the student's remaining Pell eligibility for the federal award year to determine the amount it may actually award to the student.

Pell Calculations by the University

Scheduled Pell award	\$4,000
Percentage of Pell award already used in the prior program (Pell award disbursed / Scheduled Pell award)	\$1,500 / \$4,000 = 37.5%
Percentage of remaining Pell eligibility (100% - Percentage used)	100% - 37.5% = 62.5%
Student's remaining Federal Pell award (Scheduled award at University X Percentage remaining eligibility)	\$4,000 X 62.5% = \$2,500

The student's remaining Federal Pell Grant eligibility is \$2,500. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. The student may receive half of the scheduled Federal Pell Grant award in the first payment period, and the remainder of the amount in the second payment period as long as the second payment period falls in the same award year.

Pell Disbursements in the New Program at the University

First payment period	\$2,000
Second payment period	\$500

FEDERAL DIRECT LOAN AWARD

If the student is eligible for the Federal Subsidized and/or Unsubsidized Direct Loan program, the new AY/LP will be a full AY/LP and will be limited to the student's remaining annual loan eligibility if the new program is at least an academic year in length. If the new program is less than an academic year in length or the remaining coursework represents less than an academic year in length, the student's annual loan limit eligibility is the lesser of the remaining annual loan eligibility or the prorated loan eligibility based on credit hours to be completed in the new program.

Federal Direct Loan example: A student transfers from the AAB program to the BSBA program at the University, and all five conditions are NOT met. In the BSBA program, the student is a third-year, independent undergraduate student with a maximum annual Subsidized Loan eligibility of \$5,500 and Unsubsidized Loan eligi-

bility of \$7,000.

Direct Loan Data from the Prior Program at the University

Subsidized Loan disbursed	\$1,688
Unsubsidized Loan disbursed	\$2,250

The University must now determine the student's remaining Subsidized and Unsubsidized Loan eligibility for the overlapping academic year in the BSBA program.

Direct Loan Calculations to Determine Remaining Eligibility for New Loan Period in New Program

Remaining Subsidized Loan Eligibility for New Programs LP (Annual Subsidized Loan limit - Subsidized Loan funds already disbursed)	\$5,500 - \$1,688 = \$3,812
Remaining Unsubsidized Loan Eligibility for New Programs LP (Annual Unsubsidized Loan limit - Unsubsidized Loan funds already disbursed)	\$7,000 - \$2,250 = \$4,750

These remaining loan fund amounts will be disbursed based on the payment periods in the new program's loan period at the University. (Refer to the Disbursements Policy for additional information.)

Program Change After Payment Period Is Completed

If the student changes programs after successfully completing a payment period and prior to starting another payment period, regardless of the five (5) conditions, the University will not perform an R2T4 calculation because the student completed the payment period for which funds were disbursed. Students in these scenarios will remain in the same AY/LP and will be required to complete the remaining credits and weeks of the AY/LP.

Program Change Effective Date

The program change effective date will be the start date of the first course the student will attend in the new program. This is also known as the program begin date.

Program Version Changes

A student enrolled at the University who changes versions of a program is not a student who is changing programs for federal financial aid purposes. Therefore, the University will not reevaluate payment periods for students changing versions of the same program at the University.

Re-entry Policy

Federal regulations require certain procedures take place when a student withdraws from the University and re-enters the same program within 180 days, or withdraws from the University and re-enters after 180 days. The 180-day break is determined by counting the days between the student's official last date of attendance (OLDA) and the course start date when the student returns. This federal financial aid Re-entry policy is separate from the institution's Academic Program Re-entry policy.

Re-entry Within 180 days

When a student withdraws from the University and re-enters within 180 days to the same program at the University, the student remains in the same payment period the student was in when orig-

inally withdrawn.

The cost of attendance (COA) for a student who re-enters within 180 days will reflect the original educational costs associated with the payment period from which the student withdrew.

The student is immediately eligible to receive all federal financial aid funds returned when the student withdrew. The University will take the following actions, if applicable, for a student who re-enters the same program within 180 days:

- Re-disburse federal financial aid that was disbursed and returned under the Return of Title IV (R2T4) provisions.
- Disburse federal financial aid the student was otherwise eligible for that had not yet been disbursed at the time the student withdrew.
- Cancel any overpayments assessed to the student as a result of the prior withdrawal that were disbursed on re-entry.

The student becomes eligible for subsequent federal financial aid payments when the payment period for which he or she was paid is completed.

If the date of a student's return is outside the period for which the loan was originated, the University will extend the original loan period (LP) and originate a new loan. Additionally, if the scheduled date for a second disbursement is outside the period the loan was originated, the University will extend the LP and the date(s) for the second and any subsequent disbursement.

If a student returns to the University within 180 days and before federal financial aid funds are returned due to an R2T4 calculation, the University will not return the funds.

If a student withdrew, had a previous overpayment referred to Debt Resolution Services, and reenters within 180 days, the University will send Debt Resolution Services a fax identifying the student overpayment. The fax will state the overpayment should be made void as the student has returned to the University.

Re-entry Within 180 Days and in a New Federal Award Year

If a student re-enters the University within 180 days and was originally enrolled in a payment period that began and was scheduled to end in one federal award year, but returns after the end of that federal award year, the University will disburse any remaining funds using the original federal award year. The University will follow this process as long as the original federal award year is still open. If the original federal award year is closed and the student is due additional Pell funds from the closed federal award year, the University will request the Pell Grant funds through the COD website.

If the student was originally awarded campus-based funds and the funds are no longer available from the original federal award year, the University may award funds from the current federal award year if funds are available. However, this does not increase the annual maximum campus-based funds award a student may receive.

If the student was awarded Direct Loan (DL) funds and the original federal award year is still open, the University will recover the DL funds from that federal award year. If the original federal award year is closed, the University will award the student remaining DL funds using current federal award year paperwork. However, the original LP dates along with original cost of attendance and expected family contribution will be used to award the remaining DL funds.

Re-entry After 180 days or Re-entry into a Different Program

When a student withdraws from the University and re-enters after 180 days have elapsed or reenters into a different program of study

at any time, the University will award the student based on new payment periods. The length of the program will be the number of credit hours and weeks of instructional time remaining in the program the student re-enters. If the remaining credit hours and weeks of instruction constitute one-half of an academic year (AY) or less, the remaining hours will constitute one payment period.

If the start of the new AY overlaps with a previous AY, meaning the start of the new program begins before the calendar end date of the previous program's AY, prior funds disbursed will be taken into consideration when packaging the student for the new program.

Consortium Agreements

Purpose

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

Policy

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

Verification

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

The purpose of verification is to maintain the integrity of federal financial aid programs by verifying the information provided by students and parents on financial aid applications.

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

- IRS-issued federal tax return transcript(s)
- IRS W-2 form for each source of employment income
- Verification worksheet
- Verification of household member(s) receiving Supplemental Nutrition Assistance
- Program (SNAP) benefits
- Verification of child support paid
- Verification of untaxed income
- Documentation of high school completion
- Government-issued photo identification
 - To comply with 18 USC § 701, the University is unable to make or accept photo copies of military identification cards. Copies of military identification cards will not be accepted.

- Statement of Educational Purpose

Additional documents may be required by the University to complete the verification process. A student will receive written notification from the University of verification requirements, required documentation and the timelines for completion of the process.

The student must return any requested verification documents within 30 days of receiving written notification from the University. If verification documents are not received within this time-frame, the University will cease processing his or her financial aid request.

Applicants selected for verification must complete the process by the federally published deadline, Sept. 26, 2016, or 120 days after

the last day of the student's enrollment, whichever is earlier.

Cost of Attendance Policy

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

Ground Campuses				
Cost of Attendance Components	Undergraduate Certificate**	Undergraduate Degree	Graduate Certificate**	Graduate Degree
Tuition	\$8,190	\$11,184	\$12,312	\$14,832
rSource & Loan Fees	\$900	\$1,224	\$1,440	\$1,464
Living Expense*	\$10,368	\$12,960	\$15,552	\$15,552
Annual COA	\$19,458	\$25,368	\$21,304	\$31,848

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

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

***The figures provided for certificate programs are illustrative and based on 18 credits for undergraduate certificates and 24 credits for graduate certificates.*

Online Campus

Cost of Attendance Components	Associate Degree	Undergraduate Certificate**	Undergraduate Degree	Graduate Certificate**	Graduate Degree**	Doctoral Degree
Tuition	\$9,720	\$9,108	\$11,904	\$10,350	\$16,560	\$19,296
rSource & Loan Fees	\$1,176	\$900	\$1,224	\$900	\$1,464	\$1,536
Living Expense*	\$11,664	\$10,368	\$12,960	\$10,368	\$15,552	\$15,552
Annual COA	\$22,560	\$20,376	\$26,088	\$21,618	\$33,576	\$36,384

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

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

***The figures provided for certificate programs are illustrative and based on 18 credits for undergraduate certificates and 15 credits for graduate certificates.*

For detailed information regarding actual tuition fees for programs and locations, contact a Finance Advisor or visit the tuition and fees calculator web page at http://www.phoenix.edu/tuition_and_financial_options/tuition_and_fees.html

Policy

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

- Seven months for certificate-seeking students
- Nine months for associate degree-seeking students
- Ten months for bachelor's degree-seeking students
- Twelve months for graduate students

The University COA consists of the following components:

- Tuition
- Electronic Course Materials and Books (resource fees)
- Living Expense
- Housing
- Transportation
- Miscellaneous (school supplies and personal expenses)
- Loan Fees

If a student is attending less than half-time, the COA is made up of the following components:

- Tuition
- Electronic Course Materials and Books (rSource 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

This mandatory fee encompasses course electronic textbooks and electronic materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and Phoenix Career Guidance System™.

Living Expense

The monthly living expense component is based on the low budget for a 12-month academic year, as published by the College Board at <http://professionals.collegeboard.com/higher-ed/financial-aid/living-expense>. This is used to calculate a monthly living expense amount used for students of all regions and states. The monthly

living expense is multiplied by the months in the loan period, based on the degree level. Students receiving military housing assistance will have a reduction in living expenses in the amount of the housing allowance.

End of Program Periods

The end of program (EOP) COA is based on the credits required to complete the program and the weeks of instructional time, converted to months, needed to complete those credits. The months are rounded up and multiplied by the monthly living expense amount to determine the EOP COA.

The COA will not increase if a remaining period needs to be extended due to the student failing or withdrawing from a course(s) in the prorated period.

Loan Fees

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

Incarcerated Students

The COA for incarcerated students is limited to tuition, course material fees, and books and supplies, if required in the program of study. (Refer to the Student/Parent Eligibility Policy for further information.)

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 determines the student's grade level by calculating the total number of credits that have been completed at the beginning of an academic year. For example, a student with 12 transfer credits at the start of his or her program at the University will be considered a grade level 1 student.

After the completion of one academic year of 24 credits, the student will have a total of 36 credits completed, making the student eligible for grade level 2 loans in his or her second academic year.

The following chart illustrates the number of credits required to complete each grade level.

Grade Level	Credits Applied in Primary Program (includes Transfer Credit)
GL 1 (freshman)	0-24
GL 2 (sophomore)	24-48
GL 3 (junior)	49-72

Grade Level	Credits Applied in Primary Program (includes Transfer Credit)
GL 2 (senior)	73+

Note: A student in a two-year program cannot receive more than a grade level 2 (GL 2) annual loan limit in any given year, no matter how long it takes to complete the program. A student in an undergraduate certificate program cannot receive more than a grade level 1 (GL 1) annual loan limit in any given year, no matter how long it takes to complete the undergraduate certificate. For information on academic year definitions, please see the Financial Aid Awarding section.

Conflicting Information

If the University has conflicting information concerning a student's eligibility or has any reason to believe a student's application information is incorrect, the University will resolve such discrepancies before disbursing student financial aid funds. If discrepancies are discovered after disbursing student financial aid funds, the University will reconcile the conflicting information and require the student to repay any funds for which he or she was ineligible. Examples of conflicting information may include, but are not limited to, the following:

- Social Security numbers
- Date of birth
- Legal name
- Discrepant tax data (including whether or not the student/parent was required to file a tax return)
- Household size or marital status
- Citizenship status

Other Resources

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

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

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

A student must have financial need to receive all federal financial aid funds except for Direct Unsubsidized and PLUS Loans under the Direct Loans program. As such, a student's expected family contribution and

other resources will be subtracted from the cost of attendance when determining eligibility for federal financial aid (Title IV). All awards, including need and non-need-based aid, cannot exceed a student's annual cost of attendance.

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

Satisfactory Academic Progress

Information regarding University academic progress standards for individual programs and information regarding the University's Program and Cumulative Grade Point Average policy may be found under the Academic Policies section of the appropriate University Academic Catalog at <http://www.phoenix.edu/programs/degree-programs/academic-catalog.html>

Satisfactory Academic Progress (SAP) for DVA Education Benefits

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

Academic Probation

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

Associate degree students enrolled at the online campus should continue traditional block scheduling format with concurrent enrollment in two courses (excluding AACR and 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. If readmission to the University is

approved, please contact your Academic Advisor to determine if your chosen program remains eligible for DVA education benefits.

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 meeting SAP in an educational program and may receive financial aid under the Title IV HEA programs. The policy must be 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 remain 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 the student. The program GPA is computed by adding the program applicable cumulative grade quality points earned (calculated by multiplying the credit hours and the weight of the grade earned in the course) and dividing it by the program applicable cumulative total number of credit hours completed.

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

Qualitative Exclusions

The following are *excluded* from the qualitative computation:

- Waivers
- National Testing Programs
- Courses with the following grades:
 - In Progress Extension (IX)1 (provided there is no formal grade)
 - Audit (AU)
 - Incomplete (I)
 - In Progress (IP)
 - No Grade Awarded (QC)2
 - 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. Pace of completion is automatically evaluated for all periods of attendance at the University, including periods the stu-

dent 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 without the ability to appeal.

PACE OF COMPLETION

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

$$\frac{\text{Cumulative number of credit hours the student successfully completed}}{\text{Cumulative number of credit hours the student attempted}}$$

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

Courses from which the student withdraws are counted as attempted credit hours when calculating the quantitative measurement of 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, IX 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). As a result of the evaluation, a student is assigned a Federal SAP status.

FINANCIAL AID WARNING

Undergraduate students with less than a cumulative 2.0 GPA, or the minimum as stated in policy, and graduate students with less than a 3.0 OR who do not earn 67% of their attempted credits (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 FW status for one payment period.

FINANCIAL AID DISQUALIFICATION

If a student on 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 an FD status. Students who are placed on an 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 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 FW, FP, FD or Regular Student (RG) statuses, as these affect student eligibility to receive federal financial aid.

STUDENT FINANCIAL AID APPEALS

Students placed on 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-OPJ) Team. The SAP-OPJ form is located on the University's financial aid website. 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 are not guaranteed. The SAP PJ 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 SAP PJ Team are final.

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

- Death of a relative
- An injury or illness of the student
- Other special circumstances

Students must explain in the appeals process why the nature and timing of their unusual circumstance(s) directly prohibited them from maintaining SAP, and what has changed in their situation that would allow them to demonstrate SAP at the next evaluation. If students have more than 12 credits remaining in their program of study, they must demonstrate the ability to graduate within the maximum timeframe allowed and meet the GPA requirements. If students have 12 or less credits remaining, they must demonstrate the ability to complete the remaining credits successfully.

REGAINING ELIGIBILITY AFTER PAYMENT PERIOD OF INELIGIBILITY

A student who is not making SAP regains eligibility only when the student is in compliance with the University's SAP requirements. Therefore, if a student loses eligibility for federal financial aid as a result of not meeting SAP requirements, the student must pay for the ineligible payment period using non-federal financial aid funds. If the student meets all SAP criteria after the ineligible payment period, the student's borrow-based academic year (BBAY) will start at the beginning of the eligible payment period following

the period of ineligibility. The BBAY is 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 do 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 programs at the University are re-evaluated to determine which credits apply to the new program. The student's SAP status will be reset with an effective date of the program change and will be evaluated at the end of each completed payment period in the new program. If the student changes back to a program he or she was previously in, the student's SAP status will reflect the status of the original program.

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 evaluates 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 applicable to the primary program will apply toward the primary program's GPA.

Professional Judgment

The University may exercise discretion to accommodate special circumstances, with respect to some aspects of eligibility, using professional judgment. Professional judgment allows the University to treat a student individually when the student has special circumstances not sufficiently addressed by standard procedures. The University uses professional judgment on a case-by-case basis. Special circumstances will include conditions that differentiate an individual student from a whole class of students. The University will not accept professional judgments made for a student by another school, but will independently review the circumstances and, if appropriate, document the professional judgment decision.

The decision of the University regarding professional judgment is final and cannot be appealed to 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.

Determining Enrollment at the University

Active enrollment is determined by a student's continuous attendance at the University. A student is considered to be in continuous attendance as long as no more than 14 days exists between academically related activities (ARAs). For exceptions to this 14-day requirement, please refer to Withdrawing from the University. For additional information, please see Academically Related Activities below. Students may have one of the following active enrollment statuses based upon the academic workload for his or her program:

Active Full-Time: The student's required academic workload for his or her program is at least 6 credits for an academic year, the student is actively attending class and the student's official last date of attendance based on ARAs does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extensions are excluded from the 14 day out of attendance calculation.

Active Less Than Half Time: The student's required academic workload for his or her program amounts to less than the 6 credits for an academic year, as determined by the institution. In addition, the student is actively attending class and student's official last date of attendance based on ARAs does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extensions are excluded from the 14 day out of attendance calculation.

Academically Related Activities

ARAs are used to determine a student's official last date of attendance and corresponding enrollment status at the University. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses.

The following activities that occur on or after the course start date and on or before the course end date will be considered academically related activities by the University:

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

Exception: ARAs will not generate for activities in Audited (AU) courses.

Institutionally Scheduled Break

The University's institutionally scheduled break for the 2015/2016 award year is Dec. 23, 2015 – Jan. 1, 2016.

Course Attendance Policy

Attendance at all scheduled 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. For more information, please see Unexcused Absence Policy.

Online Class Attendance

In order to be in attendance during a week, a student must post at least one (1) message, assignment submission or quiz/exam that is recorded by the system in the online classroom on two (2) separate

days during the online week. Deadlines for attendance are based on Mountain Standard Time. Attendance is tracked automatically in all online courses.

Local Campus Class Attendance

Students must physically attend the local campus workshop meeting during the scheduled class and sign the attendance roster in order to be in attendance. Most local campus courses meet four hours per week.

Directed Study Class Attendance

Attendance in directed study courses is tracked in the same manner for both the local campus and online modalities. A directed study student receives automatic attendance for a class week if she or he posts one (1) message, assignment submission or quiz/exam submission that is recorded by the system in the online classroom during the scheduled class week. Deadlines for attendance are based on Mountain Standard Time. Attendance is tracked automatically in all directed study courses.

FlexNet® Class Attendance

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

School of Advanced Studies Class Attendance

In order to be in attendance during a week, a student must post at least one (1) message, assignment submission or quiz/exam submission that is recorded by the system in the online classroom on two (2) separate days during the online week. Deadlines for attendance are based on Mountain Standard Time. Dissertation courses (i.e., DOC 722, DOC 733, etc.) only require one (1) message, assignment submission or quiz/exam submission that is recorded in the online classroom during each workshop week to remain in attendance. Residency courses require daily sign-in on the attendance roster to verify attendance.

Counseling Residency Courses

Online week: Students must post at least one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom on two separate days during the online week.

Three day residency: Students must physically attend the face to face workshop meetings during the scheduled class and sign the attendance roster each day.

Unexcused Absence Policy

Attendance is mandatory in all University courses; however, circumstances do occasionally arise which prevent a student from attending class. The University's unexcused absence policy allows unexcused absence(s) to be granted based on the number of workshops within a course (refer to the chart below). An unexcused absence may affect the final course grade due to the missed opportunity to earn participation points. Unexcused absences will result in a Withdrawal (W) or Withdrawal/Failing (WF) grade if students

miss more than the maximum allowed absences.

Number of workshops	Allowed Unexcused Absences	Unexcused Absences resulting in withdrawal (W) grade
1-4	0	1
5-9	1	2
9 (Online Associate)	2	3
10-59	2	3
60+	9	10

Students may submit a request for an excused absence for one of the following reasons with supporting documentation:

- Military deployment
 - Documentation can consist of military orders.
- Extreme serious illness or hospitalization of student or family member
 - Family members for hospitalization or serious illness include: mother, father, spouse, and child.
 - Documentation can include a note from the Doctor or release from the hospital. The documentation does not need to contain specifics of the medical condition and/or injury, etc
- Title IX - Pregnancy and Childbirth
 - A student must be excused for medically necessary absences due to pregnancy, pregnancy-related conditions or childbirth for as long as the doctor deems the absence(s) medically necessary.
 - Documentation can include a note from the doctor, release from the hospital, and any other documentation that would typically be required for other medically necessary absences.
- Death of immediate family member
 - Immediate family members include: father, mother, spouse, domestic partner, child, grandparent, brother, sister, aunt, uncle, father-in-law, mother-in-law, brother-in-law, and sister-in-law.
 - Documentation can consist of a copy of the deceased's obituary.
- Jury Duty
 - Documents can consist of a copy of the jury summons.
- Other extenuating circumstances
 - Students may request an "E" excused absence based on extenuating circumstances, as approved by the University.
 - Natural disaster, inclement weather, or emergency situations which requires campus(es) to cancel classes.

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, approv-

ing and processing LOAs.

Policy

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

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

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

Required Documentation

An LOA may be approved if the University determines there is a reasonable expectation the student will return. Students must follow the University's LOA Policy when requesting an LOA, by providing (on or before the start date of the LOA) a written, signed and dated request, including the reason for the LOA, to the Finance Advisor. All requests will 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 student's 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 the LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status and the request is not due to unforeseen circumstances that occurred prior to the UW status.

If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA is not valid and will be negated.

HEROES Act

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

- Are serving on active duty during a war or other military operation, or national emergency
- Are performing qualifying National Guard duty during a war or other military operation, or national emergency

- Reside or are employed in an area that is declared a disaster area by any federal, state or local official in connection with a national emergency

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

Length

In determining the length of the LOA, the LOA start date is the first day of the LOA, and the LOA end date is the day before the start date of the course the student is returning to at the University. 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, as recorded by the student on the LOA form, is the date the student was unable to attend class because of the unforeseen circumstance.

The course start date will cease the LOA day count; however, the University's academic system of record will use an active enrollment status effective date as determined by the date the student posts an academic related activity (ARA) in the course the student returns to at the University. NSLDS Enrollment Reporting will use the standard effective date for an active enrollment (i.e., course start date). A new LOA request form will be required for any additional LOAs.

Note: At the time of the LOA approval, the University will review the LOA dates requested by the student and may adjust those dates based on ARAs, classes scheduled, etc.

Extending an LOA

A student may request an LOA extension as long as the request is made before the scheduled end date. Students must follow the University LOA Policy when requesting the LOA extension, by providing on or before the scheduled end 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 return date to the start date of the course that is scheduled to begin after 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 and the LOA days will count toward the length of the LOA and apply toward the maximum of 180 days in a 12-month period. The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.

Disbursements During an LOA

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

aid funds that are part of a credit balance created before a student began an LOA may be paid to a student, since those funds were disbursed before the student went on the LOA.

Completion of Coursework upon Return

If a student takes an approved LOA in the middle of a course, the University must ensure no additional charges are incurred when the student returns. To ensure no additional charges are incurred, the University will issue the student an LOA Credit (LOAC). This LOAC will be applied to the course scheduled after the LOA end date.

Failure to Return

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

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

Financial Aid Disbursements

Federal Funds

A student is eligible to receive the first disbursement of federal financial aid when the University confirms the student is enrolled in courses for the payment period and is eligible to receive the funds. The student becomes eligible to receive a disbursement of federal financial aid for the second payment period when the student successfully completes one-half the weeks of instructional time and earns one-half the credit hours in the defined academic year (AY). Typically, the University disburses funds once the student successfully completes half the credits and weeks of instruction in the current AY, which may consist of more credit hours and weeks of instruction than the defined AY.

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.

Federal Loans	First Disbursement Eligibility	Second Disbursement Eligibility
Direct First-Time, First-Year Borrower	30 days after academic year or program start date	Successfully completes $\frac{1}{2}$ weeks and credits in academic year or program and has posted attendance for the second payment period
Direct Subsequent Borrower, Parent PLUS, and Graduate/Professional PLUS	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 $\frac{1}{2}$ weeks and credits in academic year or program and has posted attendance for the second payment period

Federal Loans	First Disbursement Eligibility	Second Disbursement Eligibility
Federal Grants		
Pell Grant Iraq Afghanistan Servicemembers Grant (IASG)	10 days from the academic year start date or 10 days from date of certification if the academic year start date is in the past	Successfully completes $\frac{1}{2}$ weeks and credits in academic year or program and has posted attendance for the second payment period
Federal Student Education Opportunity Grant (FSEOG)	10 days from the academic year start date or 10 days from date of certification if the academic year start date is in the past	
Teacher Education Assistance for College and Higher Education (TEACH) Grant Program	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	
State and Institutional Grants	Varies: Dependent on individual state requirements	Varies: Dependent on individual state requirements
Private Loans	Varies: Dependent on individual state requirements	Varies: Dependent on individual state requirements

Application of Funds

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

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

Financial Aid Authorization to Hold Funds

The University may obtain a student (or parent in the case of a PLUS Loan) written, voluntary authorization through the University's financial aid application process to hold a federal financial aid credit balance.

The University does not require or coerce the authorization and notifies the student (or parent in the case of a PLUS Loan) that the authorization may be canceled at any time. If the student (or parent in the case of a PLUS Loan) chooses to cancel the authorization, the cancellation is not retroactive. Funds held for incurred allowable charges and prior year charges prior to the University receiving the

authorization cancellation will remain on account.

At any time, the University will accept a signed statement from a student (or parent in the case of a PLUS Loan), canceling or modifying the authorization initially provided. The Financial Aid Authorization 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 in the case of a PLUS Loan) orally, rather than in writing if the student (or parent in the case of a PLUS Loan) has been affected by a federally declared natural disaster and is prevented from providing a written authorization based on status.

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

The University automatically holds funds for invoiced allowable charges for the current payment period as well as Direct Loan funds for any prior loan period charges for tuition, electronic course material fees and directed study for a total not to exceed \$200. 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.

Application of Funds

The University applies funds received from a federal financial aid disbursement in the following order:

1. Invoiced and unpaid allowable charges for the current payment period or prior payment period of the loan period;
2. If authorization has been obtained from the student (or parent in the case of a PLUS Loan), future allowable charges in the payment period of the applicable loan period; and
3. Direct Loan funds to any unpaid allowable charges for a prior loan period, not to exceed \$200.

Note: There may be instances where a disbursement of Direct Loan funds is received and there are no current invoiced or future allowable charges on the student's account. In these instances, the University first applies the Direct Loan funds to any unpaid allowable charges for a prior loan period, not to exceed \$200.

Any remaining credit balance funds are disbursed to the student (or parent in the case of a PLUS Loan, or student if authorized by the parent) no later than 14 days after the date the balance occurred on the student's account.

Notwithstanding any authorization, the University pays any remaining balance on loan funds to the student (or parent in the case of a PLUS Loan, or student if authorized by the parent) by the end of the loan period (Refer to the Federal Financial Aid Credit Balance Policy for additional information).

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 and disbursed funds would create a federal financial aid credit balance. These students are notified of the University's book voucher request process. If a student requests a book voucher, the student will be provided with the lesser of the amount of the credit balance or the amount needed for the books and supplies, as determined by the University. These funds will be issued to the student no later than the seventh day of the payment period. Students may opt out of this offer by not requesting the book voucher.

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. Once the loan is disbursed, the University sends the student/parent a Right to Cancel letter, which includes the time given to respond should the student and/or parent borrower wish to cancel their loan request(s). This notification is mailed after the loan disbursement has been credited to the student's account. Borrowers who wish to cancel all or a portion of their loan must inform the University within 30 days from the date the University sends the disbursement notification. Any requests received after the 30 days but prior to 110 days will be honored as a partial cancellation based on Title IV funds that are currently unapplied. The University notifies the student/parent in writing of the outcome of his or her request regardless of when the cancellation request is received.

State Funds

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

Federal Financial Aid Counseling

The University ensures loan entrance counseling is conducted using an online counseling module for students borrowing Federal Subsidized/Unsubsidized Loans or PLUS Loans for the first time. A link to the iGrad entrance counseling module is displayed within the online financial aid application process for student borrowers. Entrance counseling generally includes the following:

- An explanation of the use of a Master Promissory Note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), http://www.nslds.ed.gov/nslds_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized deferment
- Impact of borrower responsibility for accruing interest on the borrower's total debt
- Other terms and conditions

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

Federal Direct Loan Exit Counseling

The University notifies students to complete loan exit counseling online at the U.S. Department of Education website (<https://studentloans.gov/myDirectLoan/index.action>) within 30 days of completion of a program, withdrawal from the University or when a student ceases to be enrolled at least half-time. Exit counseling generally includes the following:

- An explanation of the use of a Master Promissory Note (MPN)
- Importance of repayment obligation
- Description of consequences of default

- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), http://www.nslds.ed.gov/nslds_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period, and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized deferment
- Impact of borrower responsibility for accruing interest on the borrower's total debt
- Other terms and conditions

A letter is sent to students advising them of the exit counseling requirement. This letter includes an attachment with all required exit information. The attachment can be found at <http://www.direct.ed.gov/pubs/exitcounselguide.pdf>

Federal Perkins Loan Counseling

Perkins Loans exit counseling is conducted online at the Mapping Your Future Online Counseling 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 http://www.nslds.ed.gov/nslds_SA/

Within 30 days of learning a TEACH Grant recipient is no longer in attendance, a letter is sent to the recipient advising him or her of the exit counseling requirement. This letter includes an attachment that can be found at <https://teach-ats.ed.gov/ats/images/gen/teachExitCounselingGuide.pdf>

Federal Loan Repayment

Prior Federal Student Loan Deferments (Postponing Payments)

A student who is registered and attending classes at the University can postpone making payments on federal student loans from previous colleges by requesting a deferment from the loan holder or servicer. Return all deferment forms to a Finance Advisor, who forwards the forms to the Registrar's Office for processing. The loan holder or servicer makes the final determination to grant a deferment request.

Students receiving federal student loans may also obtain deferments for several reasons including serving in the Peace Corps, under the Domestic Volunteer Service Act and as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field of community service.

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

Loan Payment Calculator

Loan payment calculators may be used by students or potential students to calculate monthly payments under the different student loan repayment plans available. The Repayment Estimator at <https://studentloans.gov/myDirectLoan/mobile/repayment/repaymentEstimator.action> allows students to estimate their payment under all available repayment plans.

Sample Standard Repayment Calculator Detail

Loan Amount	\$12,000
Interest Rate	6.80%
Repayment Summary	
Months in Repayment	120
Monthly Payment	\$138
Total Interest Payment	\$4,572
Total Loan Payment	\$16,572

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

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

Extended Repayment — Only available for loan amounts greater than \$30,000

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

Federal Student Loan Consolidation

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

- Direct Subsidized Loans
- Direct Unsubsidized Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Federal Stafford Loans
- Direct PLUS Loans
- PLUS Loans from the Federal Family Education Loan (FFEL) Program
- Supplemental Loans for Students (SLS)
- Federal Perkins Loans

- Federal Nursing Loans
- Health Education Assistance Loans
- Some existing consolidation loans

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

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>

Students may need to withdraw from the University and should provide official notification of their intent to withdraw. Withdrawal may impact DVA education benefits for the current course as well as the availability of DVA educational benefits in future courses. Please contact your Academic Advisor to verify program eligibility.

Directed study courses have Defense Activity for Non-Traditional Education Support (DSST-DANTES) approval for tuition reimbursement. For more information on this program, a student

should contact the Educational Service Officer on the military base. University of Phoenix does not participate in the DVA education advanced payment program.

More information about veterans' benefits can be reviewed at http://www.phoenix.edu/colleges_divisions/military.html Visit the Department of Veterans Affairs website, <http://www.gibill.va.gov>, for additional information on educational entitlements.

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

Credit for Prior Education and Training

Credit for prior education or training must be evaluated and reported to the U.S. Department of Veterans Affairs (DVA) prior to the start of week 25 of enrollment. The DVA may not always pay DVA education benefits after week 24 if the DVA records indicate the student has a large amount of transfer credits.

Please ensure all prior education transcripts and Joint Services Transcripts (JST) (Army, Navy, Marine), Coast Guard Institute transcripts, or DD-295 and DD-214 forms are submitted for evaluation in a timely manner. The student is responsible for ensuring all transcripts are submitted to the University. Academic credits earned for courses appearing on an official transcript from a regionally accredited or candidate-for-accreditation college or university will be evaluated according to University policies, and accepted subject to the approval of the University Office of Admissions and Evaluation.

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

Military Tuition Assistance

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

A student can currently receive 100% of federal tuition assistance from military service, with a \$250 cap per semester hour, and a \$4,500 annual limit. If a student wants to apply for military tuition assistance, that student will need to submit a completed authorization form to a Military Advisor at least two weeks before a course start date.

DVA Tuition Assistance Top-Up Benefit

Active-duty students who request to use the Tuition Assistance Top-Up (TATU) benefit program should direct all questions or concerns to the DVA at 1.888.GI.BILL.1 (1.888.442.4551) or online at <http://www.gibill.va.gov/>

For more information about VA Tuition Assistance and financial

options, go to http://www.phoenix.edu/colleges_divisions/military/military-financial-options/tuition-assistance.html

Readmission of Servicemembers

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

- The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives verbal or written notice to the University's Military Division verifying that the student's absence from the University was necessitated by service in the uniformed services.
- The cumulative length of the absence and of all previous absences from the University by reason of service in the uniformed services does not exceed five years.

Note: A student who submits an application for readmission to the University must provide documentation to establish that the student has not exceeded the specified service limitations and that the student's eligibility for readmission has not been terminated. Examples of documentation to verify that the student is still within the acceptable service limitations include the student's deployment paperwork or a letter from the commanding officer that includes the student's dates of service.

Exception: The University may not delay or attempt to avoid readmission of a student under this section by demanding documentation that does not exist, or is not readily available, at the time of readmission.

- The student submits verbal or written notification of intent to re-enroll.

Note: If the student's last date of attendance with the University is more than 365 days in the past, the student must complete an updated admissions application and Enrollment Agreement in accordance with the University re-entry policy. The Military Division should then submit these completed documents along with the servicemember's readmission form. The student may remain in the original program/version without appeal, provided the cumulative length of absence does not exceed five years and that the program has not been expired.

A student's eligibility for readmission under this section by reason of such student's service in the armed services terminates upon the occurrence of any of the following events:

- A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge, or
- A dismissal of such person permitted under section 1161(a) of Title 10, USC, or
- A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC

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

In addition to the above definition of affected servicemember, the Military Deployment Policies and Procedures will also apply to residents of the state of Iowa who meet the following criteria:

- A student who is an Iowa resident and is a member of the Iowa National Guard or reserve force of the United States who has been ordered to National Guard duty under state authority without such unit being federalized or ordered to Federal active duty, and

- to a student who is an Iowa resident and is the spouse of a member of an Iowa National Guard or reserve force of the United States who has been ordered to National Guard duty under state authority without such unit being federalized or ordered to Federal active duty, provided the member of the Iowa National Guard or reserve force of the United States has a dependent child.

Re-entry Policy for Servicemembers Opportunity Colleges (SOC)

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

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

Student Financial Responsibilities, Policies and Options

Student Financial Responsibilities

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

Changing Finance Plans

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

Meeting Financial Plan Obligations

Students who primarily attend a physical University of Phoenix campus are subject to finance approval by their primary campus prior to enrolling in a course. Tuition and all applicable fees for each course must be paid according to the terms and conditions outlined in the primary financial option selected on the Student Financial Agreement form. Students who do not comply with the primary financial option term will not be allowed to attend classes. Students are required to be in compliance with University financial policies before grades and transcripts will be issued or the degree awarded.

A student may be administratively withdrawn for failure to make payment in a timely manner, preventing the student from attend-

ing future class sessions, until the amount owed is paid in full or satisfactory payment arrangements are made. All costs of collection, court costs and reasonable attorneys' fees will be added to delinquent accounts collected through third parties. University of Phoenix may obtain a current credit report as needed to support decisions to defer tuition payment or to assist in the collection of amounts owed.

Electronic Course Materials and Books Fees

Electronic course materials and books for each course must be paid at the time they are ordered or in accordance with a student's stated payment option. Electronic course materials fees are nonrefundable, unless prohibited by law. The student who drops a course will be granted access to the electronic course materials for that course without additional charge if the course is retaken within 180 days of the course's original start date.

State Tax

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

Financial Policies

Multiple-Tuition Discount Policy

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

General Refund Policy

A tuition refund may be granted to those who qualify, based on the state refund policy. A complete list of state refund policies is located in the Academic Catalog and the Consumer Information Guide. All other fees are nonrefundable, unless prohibited by law.

Payment Policies

Payments are accepted on the student website (<https://ecampus.phoenix.edu/portal/portal/public/login.aspx>) by check, credit card or debit card. Finance Advisors can also process credit card or debit card payments. The student can mail a check, certified check or money order payment to the following address:

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

If a credit card or a debit card is provided with a completed Authorization to Charge form, tuition and electronic course materials fees will be charged to that card. Automatic payments are set prior to each course upon request.

The University is not responsible for fees or penalties incurred as a result of payment with a debit card or other restrictive payment cards. The student should contact his or her financial institution for account balances, daily transaction limits and other restrictions.

Returned Check Fees

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

Late Payment Fees

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

Notice

The University may report information about student accounts to credit bureaus. Late payments, missed payments or other defaults on student accounts may be reflected in a credit report.

If payment for tuition and electronic course materials fees is not received in accordance with the Student Finance Agreement, the student may be withdrawn from the program and official transcripts withheld.

Financial Options

Understanding and choosing the right finance plan is critical to the successful completion of the student's selected program. University of Phoenix offers a number of finance plan options to assist the student in managing financial obligations. The student can utilize one or more of the plans listed below, depending on personal circumstances. For more detailed information regarding actual tuition fees for programs and locations, visit the tuition and fees calculator web page at 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.

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:

1. Complete the self-service Official Withdrawal automated process via the University student website at <https://ecampus.phoenix.edu/portal/portal/public/login.aspx>, through the Program tab.
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 of an academically related activity (ARA) determined from University attendance records. This date is always earlier than or equal to the date the student notifies the University of his or her withdrawal.

Date of Determination

The date of determination (DOD) for students who officially withdraw from the University is the latter of the student's withdrawal date or the date of notification. The University will return 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. (See Return of Federal Financial Aid for additional information.)

Rescission of Official Withdrawal

Students who rescind their intent to withdraw must provide an electronic or written statement to the University stating their intent to participate in ARAs and complete the payment period.

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

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

The 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 (UWs) after 14 days of consecutive nonattendance in an ARA.

Exceptions

The University allows the following exceptions when counting the 14 days of consecutive nonattendance in an ARA:

I Grades — If a student is granted an extension of the course he or she is currently attending and the intent is to complete the course, the days in the extension period will not count toward the 14 days of consecutive nonattendance in an ARA. During this time, a student in an extension period will remain in active status. An extension of the course is indicated by the issuance of an I (Incomplete),

IP (In Process) or IX (In Progress Extension) grade.

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

- Holidays
- Inclement Weather
- Administrative

Withdrawal Date

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

Date of Determination

The 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. Students granted an extension (I, IX, IP grades) have the period of the extension excluded when counting the 14 days of consecutive nonattendance. For example, if the student was out of attendance (OOA) for 5 days prior to the extension, once the extension is completed the days continue to count from day 6 until the next ARA posts. If the student does not post an ARA, then at 14 days (excluding the extension period) the DOD will populate. The University will return the amount of federal financial aid funds for which it is responsible no later than 45 days after the date the University determines the student has withdrawn.

Administrative Withdrawals

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

Withdrawal Date

The withdrawal date for students who are AW is the last date of academic attendance or attendance in an ARA that occurred prior to the decision to administratively withdraw the student.

Date of Determination

The DOD for students who are AW 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 AW.

Academic Related Activities That Occur During an Institutionally Scheduled Break

The University does not recognize any ARA that occurs during an institutionally scheduled break as attendance for federal financial aid purposes only.

Withdrawal Date

If a student posts an ARA during an institutionally scheduled break, the University will look for the most recent ARA that occurred prior to the start of the institutionally scheduled break. This date will be used as the withdrawal date for Title IV purposes.

Date of Determination

The DOD for students who post ARAs during an institutionally

scheduled break will be no greater than 15 days after the end date of the institutionally scheduled break.

For example: A student attends class on December 19th. An institutionally scheduled break occurs December 20 – January 4. The student posts an ARA on December 29th, which is during the scheduled break. The DOD is January 19th (the 15th day after the end date of the institutionally scheduled break).

Return of Federal Financial Aid

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

Policy

When a federal financial aid recipient withdraws from the University prior to the end of a payment period, an 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 of federal financial aid funds disbursed to the student or on behalf of the student in the case of a parent PLUS Loan, the difference between these amounts is returned to the applicable federal financial aid programs. If federal financial aid funds earned is greater than federal financial aid funds disbursed, the difference between these amounts is treated as a post withdrawal disbursement. An R2T4 calculation is not 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 (Including Post Withdrawal Disbursements)

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

Inadvertent Overpayments

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

Only students who meet late disbursement criteria are entitled to keep federal financial aid funds disbursed as an inadvertent overpayment. If an inadvertent overpayment cannot be made as a late disbursement, the University returns the entire amount of the federal financial aid funds disbursed. If the inadvertent overpayment can be made as a late disbursement, the University returns 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 are 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 performs the R2T4 calculation based on all federal financial aid the student had established eligibility for 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 reviews and addresses eligibility as required.

If a student does not provide all verification documents in time for the University to complete verification and meet the R2T4 deadlines, the University includes in the R2T4 calculation only the fed-

eral financial aid that was not subject to verification (unsubsidized and PLUS Loan funds) and for which the conditions of a late disbursement were met prior to the withdrawal.

Institutionally Scheduled Breaks

Institutionally scheduled breaks of five or more consecutive days are excluded from the R2T4 calculation. This includes all holiday, inclement weather and administrative breaks of five or more consecutive days.

When Funds Are Disbursed Using Different Payment Periods

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

Percentage of Federal Financial Aid Earned

The calculation of Percentage of Federal Financial Aid Earned includes all financial aid disbursed or that could have been disbursed to a student. This percentage is equal to the percentage of the payment period completed by the student as of the student's last date of attendance in the payment period. This percentage is determined using the University's rate of progression calculation.

If the student withdraws after successfully completing the payment period, 100% of the federal financial aid funds are earned and no calculation is required. If the withdraw date occurs after the student completes more than 60% of the payment period, the student earns 100% of the federal financial aid funds.

Rate of Progression Calculation

The percentage of the period completed is calculated as follows:

Number of calendar days completed in the payment period

Total number of calendar days in the payment period

Total Calendar Days Completed in the Payment Period

The total number of calendar days completed in the payment period (numerator) is the count of calendar days from the payment period start date to the student's last date of attendance.

Required Adjustments to Calendar Days Completed in the Payment Period

Calendar days are removed from calendar days completed in the payment period if any of the following occurred between the payment period start date and the student's last date of attendance:

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

Total Calendar Days in the Payment Period

The total number of calendar days in a payment period (denominator) is determined based upon the number and type (credential level and modality) of credits awarded in the payment period.

Required Adjustments to Calendar Days in the Payment Period

Additional calendar days will be added to the payment period for unsuccessful course(s) completions with grades of I, IX, IP, QC, F or W that occurred in a course prior to the course the student's last date of attendance occurs within.

If the payment period needs to be extended, it is extended by a defined number of days based upon the following credential levels and modalities:

- Associate Program (9-week courses) — 63 days if one or two courses are needed, 126 days if three or four courses are needed
- Associate Program (5-week courses online) — 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Associate Program (5-week courses ground) — 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Bachelor's 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's 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 are NOT added for the course(s) in which the student's official last date of attendance falls within. This includes any course(s) the student was enrolled in, but did not complete at the time of withdrawal.

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

- Institutionally scheduled holiday breaks of five (5) consecutive calendar days or more
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between courses
- All approved Leave of Absence calendar days
- Periods of non-enrollment of five (5) consecutive calendar days or more due to administrative and inclement weather closures
- Unapproved breaks of less than 180 days

Rate of Progression Examples

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

Bachelor's Program Online

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

Course Schedule

Course ID	Credits	Start Date	End Date	Instructor	Grade
Course #1	3.0	06/07/20XX	07/11/20XX	SMITH	W
Course #2	3.0	07/12/XX	08/15/20XX	JONES	
Course #3	3.0	08/16/20XX	09/19/20XX	JOHN-SON	
Course #4	3.0	09/20/20XX	10/24/20XX	BROWN	

Rate of Progression Calculation

39 (Number of calendar days completed in the payment period)

175 (Total number of calendar days in the payment period)

The percentage of the payment period completed = 22.28%

Days Completed	Total Days	Percentage of Payment Period Completed	Federal Financial Aid Disbursed for the Payment Period	Disbursed Financial Aid Earned*
39	175	22.28%	\$12,500	\$2,785

* Estimate for illustrative purposes only

Title IV Credit Balance and the Return Calculation

A Title IV credit balance created during the period is not released to the student nor returned to federal financial aid programs prior to performing the R2T4 calculation. The University holds these funds even if, under the 14-day credit balance payment requirements, funds are otherwise required to be released.

In the R2T4 calculation, the University includes any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 calculation, any federal financial aid credit balance from a prior payment period in the academic year that remains on a student's account when the student withdraws is 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 is 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 pays 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 applies its own refund policy before allocating a federal financial aid credit balance. However, the University does

not actually complete the 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 returns 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 returns 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 are only 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 uses the actual charges to date, to include full tuition, fees, books and directed study (including sales tax) for each course in the payment period, and estimate remaining charges based on the students' primary campus. Institutional charges include all invoiced and scheduled charges, as well as any adjustments made to correct these charges, that occur prior to the beginning of the course from which the student withdrew.

Tuition waivers for military students and Campus Footprint initiative are not counted as Estimated Financial Aid (EFA) and will 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 do not impact the charges or aid earned in the calculation.

The University returns 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 PLUS (Graduate Student)
- Federal Direct PLUS (Parent of Dependent Student)
- Federal Pell Grants
- 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 completes a student's R2T4 calculation within 30 days of the University's date of determination. The University returns 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.

Deceased Student

If the University receives reliable information indicating an individual borrower or student for whom a parent received a PLUS Loan dies, the University suspends further awarding and disbursements. An original or certified copy of the death certificate or accurate and complete photocopy of the original or certified copy of the death certificate is requested and forwarded to the Secretary of Education (Secretary). Under exceptional circumstances and on a case-by-case basis, the Secretary may approve a discharge based upon other reliable documentation supporting the discharge request.

DETERMINATION OF WITHDRAWAL OF A DECEASED STUDENT

The withdrawal date for a deceased student is the last date of academic attendance or attendance at an ARA determined from University attendance records. The date of determination is the date the University becomes aware of the student's death. (Refer to Withdrawing from the University for further information.)

RETURN OF TITLE IV FUNDS FOR A DECEASED STUDENT

The amount of federal financial aid funds earned by the student is calculated according to the Return of Title IV Funds (R2T4) calculation. If the calculation indicates the amount of funds earned is less than the amount disbursed to the student, or on behalf of the student in the case of a PLUS Loan, the difference between these amounts is returned to the appropriate federal financial aid programs. The University does not report grant overpayments for

deceased students to NSLDS or refer a grant overpayment to Debt Resolution Services, as the student's estate is not required to return any federal financial aid funds.

The following represents procedures the University follows if a credit balance of federal financial aid funds, created from funds disbursed before the death of the student, exists after the completion of the R2T4 and the University's refund calculations:

- Pay authorized charges owed to the University.
- Return any federal financial aid grant overpayments owed by the student for previous withdrawals from the University.
- Return any remaining credit balance to the federal financial aid programs.

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

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

Tuition Refund Policy

Institutional

The following provisions pertain to all refund policies applied by the University unless specifically stated otherwise. When a student 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. The pro-rata refund percentage will be calculated by dividing the number of weeks remaining by the total number of weeks in the course.*

Here are a few examples of common course lengths:

Weeks Attended	Refund for 5-Week Course	Refund for 6-Week Course	Refund for 7-Week Course	Refund for 9-Week Course
1 Week	80% Refund	83% Refund	86% Refund	89% Refund
2 Weeks	60% Refund	67% Refund	71% Refund	78% Refund
3 Weeks	40% Refund	50% Refund	57% Refund	67% Refund
4 Weeks	No Refund	No Refund	43% Refund	56% Refund
5 Weeks			No Refund	44% Refund
6 Weeks				No Refund

* Attendance for doctoral residency is submitted after the student has attended and completed all days in the residency.

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 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. Otherwise, students in Arizona will have tuition refunded using the University Institutional Refund Policy.

California

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 seventh day after enrollment, whichever is later.
- To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus director of finance at the appropriate address listed below:
 - Refund Administrative address for students attending any of the five California Campuses (Southern California, San Diego, Bay Area, Central Valley and Sacramento Valley)

University of Phoenix
3090 Bristol Street
Costa Mesa, CA 92626

- Refund Administrative address for California residents attending Online

University of Phoenix
4035 S. Riverpoint Pkwy
Phoenix, AZ 85040

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 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 who 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 from the course.

Indiana

Indiana has established refund policies that differ from the University Institutional Refund Policy. If a student attends a class in Indiana, the state's refund policy will be applied. The University must make the proper refund no later than 31 days after 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, he or she will not have a financial obligation.

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% of the cost of the financial obligation, less an application or enrollment fee of 10% of the total tuition, not to exceed \$100.

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

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

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

Indiana Refund Policy Chart

Weeks Attended	Refund for 5-Week Course	Refund for 6-Week Course	Refund for 9-Week Course
1 Week	80% Refund	83% Refund	89% Refund
2 Weeks	60% Refund	67% Refund	78% Refund
3 Weeks	40% Refund	50% Refund	67% Refund
4 Weeks	No Refund	No Refund	56% Refund
5 Weeks			44% Refund
6 Weeks			No Refund

Iowa

Students in the state of Iowa who withdraw from a course prior to the start date will receive a 100% 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% of the course. Refunds will be paid within 30 days of a student's official withdrawal.

Kansas or Missouri

Students in Kansas or Missouri will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- Students have the right to a full refund of all monies paid if they withdraw within three business days after signing the Enrollment Agreement.
- To cancel enrollment, a student must notify the local campus in writing on or before the three-day period. After the three-day period, all fees, including applications fees, assessment fees and book fees, are nonrefundable.
- 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 with the following exceptions:

- A student who cancels enrollment any time before the start of the first class session will receive a full refund of all monies paid.
- The University may retain 10% 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 30 days is considered withdrawn.

Louisiana

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

- Students who cancel enrollment any time before the start of the first class session will receive a full refund of all monies paid, except the application fee, which is nonrefundable.
- Refunds will be paid within 30 days of a student's official withdrawal.
- The University may retain an administrative fee, not to exceed 15% of total tuition and fees paid.

Minnesota

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

- Refunds for state aid programs and non-state aid programs are calculated on a proportional basis using the state mandated or institutional refund policy.
- To calculate the minimum refund due to the State Grant Program, the SELF Loan Program and other aid programs (with the exception of the state Work Study Program), the Higher Education Services Office Refund Calculation Worksheet of the Minnesota State Grant manual is used.

Nevada

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

- Students who cancel enrollment any time before the start of the first class session will receive a full refund of all monies paid.
- The University may retain 10% of the tuition agreed upon in the Enrollment Agreement or \$150, whichever is less, for students who fail to attend in the enrollment period for which advanced payment was made.
- Refunds will be paid to the person or entity that paid the tuition within 15 calendar days after one of the following, whichever is applicable:
 - The date of cancellation by a student of his or her enrollment
 - Termination by the University of the enrollment of the student
 - The last day of an authorized leave of absence, if a student fails to return after the period of authorized absence
 - The last day of attendance of a student
- For purposes of this refund calculation, the period of attendance must be measured from the first day of instruction, as set forth in the Enrollment Agreement, through the last day of actual attendance, regardless of absences. In addition, tuition must be calculated using the tuition and fees set forth in the Enrollment Agreement and does not include books, educational supplies or equipment listed separately from tuition and fees. Books, educational supplies or equipment for individual use are not included in the policy for refund, and a separate refund will be paid by the University to the student if those items were not used by the student.
- 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.

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 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.

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 nonrefundable.

South Carolina

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

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

Wisconsin

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

- Students have the right to cancel enrollment until midnight of the third business day after receipt of notice of acceptance and are 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.

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 at University of Phoenix.

Access to Education Records

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

Education records are defined as all records, files, documents and materials that contain information directly related to a student, and maintained by an educational institution.

The following are not interpreted as education records:

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

Exception: The Student Health Insurance Plan Enrollment/Acknowledgment form completed by local campus students in New Jersey and Massachusetts is defined as an education record.

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
- 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

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.

Information that must not be released:

- 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*

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

Note: All third parties, including parents, with inquiries require a FERPA Release form on file unless the third party meets one of the definitions under FERPA allowing access without prior written or authorized electronic consent from the student.

Exceptions: The University may release personally identifiable information (PII), directory and nondirectory information without the student's consent under the following conditions:

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

- Person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials such as Apollo Education Group, Inc., Nelnet Scholarship Management, Aptimus, Protiviti, ACS, ECMC Solutions, National Student Clearinghouse, iParadigms, LLC, Taylor Corporation, Education Sales Management, Double Positive, Hills Consulting Group, SCRIP-SAFE, Student Outreach Solutions, i3, Inside Track, Salesforce, Iron Mountain, Outsell Y-Connecting, Cenveo, IntraEdge, ITC InfoTech, TK20, Microsoft, Western International University, iGrad, HCL Technologies, Echosign, Regent Education, Google, College Board, and other services.
- Collection agencies (Firstsource Advantage, Reliant Capital Solutions, FMS, CBEGroup, States Recovery Systems, Northland Group, Primary Financial Services, Gatestone, Malcolm S. Gerald, I.C. System, Asset Recovery Solutions, Capital Management Services, Account Control Technology, ATG Credit, Tate and Kirlin Associates, Optio Solutions, Financial Recovery Services, Federal Bond and Collection Service) and other services.
- Other schools to which a student seeks or intends to enroll
- Specified officials for audit and evaluation purposes
- Appropriate parties in connection with financial aid to a student (The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following: eligibility for aid, amount of aid, conditions for aid and/or enforcement of terms and conditions of the aid.)
- Organizations conducting studies for, or on behalf of, the school
- Accrediting organizations
- Authorized representatives of the Comptroller General of the United States, Secretary of Education, or state and local educational authorities
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, pursuant to state law
- To appropriate officials to comply with federal law (e.g., the USA Patriot Act, Solomon Amendment, SEVIS program)
- Under the Campus Sex Crime Prevention Act, institutions are permitted to disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act.
- The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or nonforcible sex offense and he or she has been found to have violated the institution's policies and procedures with respect to the allegation. Disclosures may only be made if the institution determines the student did violate its policies and such disclosures must only include the name of the student, violation committed and any sanction imposed by the institution against the student.
- The institution must, upon written request, disclose to the alleged victim of a crime of violence, or a nonforcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is 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 or to parents of students under the age of 21 when laws or university policies regarding alcohol or drugs are violated.

A school official is defined as:

- A person employed by the University in an administrative, supervisory, academic, research or support staff position.
- A person employed by or under contract to the University to perform a task.
- A person serving on an institutional governing body or committee.
- 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 related 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 function.
- Complying with a judicial order or lawfully issued subpoena provided notification to the student is made before complying with the subpoena.
- The University can disclose personally identifiable information (PII), directory and non-directory, without student consent if the disclosure meets one of the following conditions:
- This disclosure is to other school officials, whom the University determines have legitimate educational interests.
- 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 for which the student has applied or received, if the information is necessary for such purposes as to determine the following:
 - Eligibility for aid
 - Amount of aid
 - Conditions for aid
 - Enforce terms and conditions of the aid

Financial aid means a payment of funds (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or

institution [authority: 20 U.S.C.1232g (6)(1)(O)].

Students requesting demographic or PII on other University of Phoenix students for survey or research purposes must contact the appropriate director of operations and Academic Affairs after it has been approved through the University's Human Subjects Committee and/or Committee on Research as appropriate.

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

FERPA Challenges Process

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.

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

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

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

Exception: The University may release foreign transcripts to students.

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

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

If a student believes he or she qualifies for one of the aforementioned policies or exceptions but is unable to order a transcript on the University student website, the student should contact the Admissions and Records Service Center at 800.866.3919 for assistance.

Students have the right to file a complaint with the FERPA. Inquiries should be directed to:

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

For a period of 25 years following the death of a student, education records of deceased students may only be released to the executor of the estate (written authorization required) or immediate family members (notarized affidavit required) defined as: spouse or legally recognized domestic partner, parents, children (over the age of 18) and siblings. Beyond this time, requests for these records may be released to anyone after review and approval from the Registrar's Office.

The University is required to provide students a copy of its FERPA policy annually and upon written request from the student.

Student Right to Access

Students wishing to review their educational records shall submit a written request to the Registrar specifying the records to be

reviewed. Only records covered by FERPA will be made available. If necessary, the Registrar's Office will work with a campus designee so that the student can review the record.

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

A designated University official must be present when a student wishes to review his or her records at a campus location. This includes documents on file or student history notes that do not 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.

Solomon Act

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

- Student name
- Home address
- Telephone listing
- Age (date of birth)
- Level of education
- Academic major

If available, the following information will also be provided:

- Email address
- Degrees received
- Most recent educational institution attended

Gainful Employment Disclosures

Disclosures regarding University programs related to gainful employment are provided on the program home page for each eligible program. Each program home page is linked to gainful employment information specific to that program. For more information about gainful employment disclosures, visit <http://www.phoenix.edu/programs/gainful-employment.html>

Student Loan Code of Conduct

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

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 potential students, alumni and any other user of services offered through our Sites including any websites or mobile applications operated by or on their behalf. This policy applies to both online and offline collection, storage, processing and transfer of personal information. However, certain Sites or services may be subject to additional privacy policies or privacy disclosures relating to the services provided on the Site(s) (collectively "Additional Policies").

Information Collected

We collect various types of information through our Sites and other websites where you can express interest in our services, through our mobile applications, over the phone and in person where print materials and digital technology 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 contact you regarding your status with the University
- To provide requested products and services
- To respond to your inquiries and provide customer support
- To administer promotions in which you have indicated an interest
- For our internal marketing purposes, which includes, but is not limited to, sending you material about products, services, updates, etc. that we think may be of interest to you
- For fostering communication and collaboration among members of your University community through social networks
- For sharing with our Educational Partners who may contact you with respect to their educational or other services
- For sharing with our Educational Partners or Business Associates who are performing services on our behalf
- To analyze how Sites and services are being accessed and used
- For investigation of information security and information asset protection-related incidents
- To test, correct and improve our content, applications and services
- To develop new applications, products and services
- For Online Behavioral Advertising purposes
- To improve Site and service performance and delivery

- To prevent potentially illegal activities (including illegal downloading of copyrighted materials in accordance with our Copyright Infringement Policy)
- To investigate suspicious information that denotes illegal activity such as financial aid fraud
- To analyze academic and learning outcomes and preferences
- For external academic research and scholarship
- To analyze risk and business results
- To obtain payment for services that we provide to you
- To provide you with information concerning arrangements and other options for the repayment of funds loaned to you for your education
- To maintain business records for reasonable periods
- To enforce our Terms of Use
- To provide to Educational Partners, Business Associates or Unrelated Entities in connection with the contemplated or actual reorganization, merger, acquisition, financing, securitization, insuring, sale or other disposal of all or part of our business or assets, including for the purposes of determining whether to proceed with such transaction or fulfilling any records or other reporting requirements to such parties. In the event of any actual reorganization, merger or acquisition, such information may be transferred as part of the transaction to the acquirer.
- And/or as may be required or permitted by legal, regulatory, industry self-regulatory, insurance, audit or security requirements applicable to Apollo Education Group, Inc., our Educational Partners or our Business Associates.

Your Rights and Choices

Marketing Communications

where indicated on the applicable email or other communication, or cut and paste this link into a browser: http://www.phoenix.edu/about_us/contact_us/unsubscribe.html

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

If you do not wish to receive text messages, reply STOP to cancel future text messages. By sending STOP, you agree to one additional confirmation message stating that you've opted out and will no longer receive text messages from University of Phoenix. To get help, text HELP. You may also get additional support or help by sending an email to TextMsgSupport@phoenix.edu or by calling 866.766.0766.

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 Office.ComplianceUOPX@phoenix.edu

Do Not Track and Online Behavioral Advertising

University of Phoenix does not itself respond to web browser-based DNT signals.

We or our Business Associates may use data collected on this site for Online Behavioral Advertising purposes, e.g., to customize ads to you on other websites as you browse the web. If you do not want your browsing behavior on the sites to be collected for Online Behavioral Advertising purposes, visit http://info.evidon.com/pub_info/184

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 Office.ComplianceUOPX@phoenix.edu

Other Important Information

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

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

You may also contact us via one of the below methods:

Mail: University of Phoenix

Attn: Registrar's Office
3201 E. Elwood St.
Mail Stop CF-A103
Phoenix, AZ 85034-7259

Email: ARSC@phoenix.edu
Phone: 800.866.3919

University of Phoenix 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 at 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 Office of Compliance at Office.ComplianceUOPX@phoenix.edu or

University of Phoenix
Attn: Office of Compliance
1625 S. Fountainhead Pkwy.
Mail Stop: CF-S903
Phoenix, AZ 85040

State Authorization and Contact Information for Filing Complaints

University of Phoenix is regulated by a large number of state regulatory bodies across the country for filing complaints in the state that a student resides. If a student chooses to file a complaint, he or she can submit an internal complaint to the University's Office of Dispute Management or file an external complaint with the designated state regulatory agency. For Online students who reside in Arizona, Georgia, Washington or Wisconsin, students can file a complaint with their own state regulatory agency.

State Authorization Reciprocity Agreement (SARA)

University of Phoenix is approved by the National Council for State Authorization Reciprocity Agreements (NC-SARA) as a SARA member institution. (<http://nc-sara.org>). The University

has reciprocity with other SARA states for its distance education programs. Please visit the NC-SARA website for the most current list of states that participate in SARA.

Online students residing in a SARA state may appeal a complaint to the Arizona SARA Council (AZ SARA) for review after exhausting the institution's internal complaint process. SARA complaints must first be submitted internally for resolution through the University's Office of Dispute Management. The Arizona SARA Council will not review complaints regarding student grades or student code of conduct violations. For more information visit the AZ SARA Council website (<http://azsara.arizona.edu>).

All other Online students should file external complaints with the Arizona State Board for Private Postsecondary Education. The following is a list of the contact information for those regulatory bodies.

Alabama: The student may contact the Alabama Department of Postsecondary Education, PO Box 302130, Montgomery, AL 36130-2130; telephone 334.242.2959.

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.

Arkansas: The student may contact the Arkansas Department of Higher Education, 114 East Capitol, Little Rock, AR 72201-3818; telephone 501.371.2065.

California: The student may contact the California Bureau for Private Postsecondary Education, C/O Department of Consumer Affairs, PO Box 980818, W. Sacramento, CA 95798-0818; telephone 916.431.6959, 888.370.7589.

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.

Connecticut: The student may contact the Office of Higher Education, Connecticut State Board of Education, 61 Woodland Street, Hartford, CT 06105-2326; telephone 860.947.1800, 860.947.1821.

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.

Florida: The student may contact the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400; telephone 850.245.3200.

Georgia: The student may contact the Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, GA 30084; telephone 770.414.3306.

Hawaii: The student may contact the Hawaii Post-Secondary Education Authorization Program, P.O. Box 541, Honolulu, HI 96809; telephone 808.586.7327.

Idaho: The student may contact the Idaho State Board of Education, P.O. Box 83720, Boise, ID 83720-0037; telephone 208.332.1587.

Illinois: The student may contact the Illinois Board of Higher Education, 431 East Adams Street, Second Floor, Springfield, IL 62701-1418; telephone 217.557.7359, website: www.ibhe.org.

Indiana: The student may contact the Indiana Commission for Higher Education, Board for Proprietary Education, 101 West Ohio Street, Suite 670, Indianapolis, IN 46204; telephone 317.464.4400.

Iowa: The student may contact the Iowa College Student Aid Commission, 430 E. Grand Avenue, FL 3, Des Moines, IA 50309-1920; telephone 515.725.3400.

Kansas: The student may contact the Kansas Board of Regents, 1000 SW Jackson, Suite 520, Topeka, KS 66612-1368; telephone

785.296.4936, 785.296.4917.

Kentucky: The student may contact the Kentucky Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, KY 40601-8204; telephone 502.573.1555.

Louisiana: The student may contact the State of Louisiana Board of Regents, P.O. Box 3677, Baton Rouge, LA 70821; telephone 225.342.4253.

Maryland: The student may contact the Maryland Higher Education Commission, 6 North Liberty Street, Baltimore, MD 21201; telephone 800.974.0203.

Massachusetts: The student may contact the Massachusetts Board of Higher Education, One Ashburton Place, Room 1401, Boston, MA 02108-1696; telephone 617.994.6950.

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.

Minnesota: The student may contact the Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108; telephone 651.642.0567, 800.657.3866.

Mississippi: The student may contact the Mississippi Commission on College Accreditation, 3825 Ridgewood Road, Jackson, MS 39211; telephone 601.432.6372.

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.

Nebraska: The student may contact the Nebraska Coordinating Commission for Postsecondary Education, P.O. Box 95005, Lincoln, NE 68509-5005; telephone 402.471.0020, 402.471.2847.

Nevada: The student may contact the Nevada Commission on Postsecondary Education, 8778 S. Maryland Parkway, Suite 115, Las Vegas, NV 89123; telephone 702.486.7330.

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.

New Mexico: The student may contact the New Mexico Higher Education Department, 2048 Galisteo Street, Santa Fe, NM 87505-2100; telephone 505.476.8400.

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 919.962.4558.

Ohio: The student may contact the Ohio Board of Regents, 25 South Front Street, Columbus, OH 43215; telephone 614.466.6000.

Oklahoma: The student may contact the Oklahoma State Regents of Higher Education, 655 Research Parkway, Suite 200, Oklahoma City, OK 73104-3603; telephone 405.225.100, 405.225.9142.

Oregon: The student may contact the Oregon Office of Degree Authorization, 1500 Valley River Dr., Suite 100, Eugene, OR 97401; telephone 541.687.7478.

Pennsylvania: The student may contact the Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333; telephone 717.783.6785.

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.

South Carolina: The student may contact the Nonpublic Postsecondary Institution Licensing, 1333 Main Street, Suite 200, Columbia, SC 29201; telephone 803.737.2281.

Tennessee: The student may contact the Tennessee Higher Education Commission, Parkway Towers, Suite 1700, 404 James Robert-

son Pkwy, Nashville, TN 37243-0830; telephone 615.741.3605.

Texas: The student may contact the Texas Higher Education Coordinating Board, P.O. Box 12788, Capitol Station, Austin, TX 78711; telephone 512.427.6520.

Utah: The student may contact the Utah Division of Consumer Protection, 160 East 300 East, 2nd Floor, Salt Lake City, UT 84111; telephone 801.530.6601, or toll-free in Utah 800.721.SAFE.

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.

Washington: The student may contact the Washington Student Achievement Council, PO Box 43430, Olympia, WA 98504-3430; telephone 360.753.7869, 360.753.7866.

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.

Wisconsin: The student may contact the Wisconsin Educational Approval Board, 201 West Washington Avenue, 3rd Floor, Madison, WI 53703; telephone 608.266.1996, 608.266.1996.

Wyoming: The student may contact the Wyoming Department of Education, Hathaway Bldg., 2 Floor, 2300 Capitol Avenue, Cheyenne, WY 82002-0050; telephone 307.777.5712.

Copyright Infringement and Peer-to-Peer File Sharing Policy

Copyright Law and Infringement

Copyright is a form of legal protection provided by U.S. law, Title 17 United States Code 512(c) (2), which protects an owner's right to control the reproduction, distribution, performance, display and transmission of a copyrighted work. The public, in turn, is provided with specific rights for fair use of copyrighted works. Copyrighted works protect original works of authorship and include:

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

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

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

The copyright law states, "Anyone who violates any of the exclusive rights of the copyright owner is an infringer of the copyright or right of the author." Generally, under the law, one who engages in any of these activities without obtaining the copyright owner's permission may be liable for infringement.

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 ques-

tions: http://w2.eff.org/IP/eff_fair_use_faq.php

Peer-to-Peer File Sharing

Peer-to-Peer (P2P) file sharing is a general term that describes software programs that allow computer users, utilizing the same P2P software, to connect with each other and directly access digital files from one another's hard drives. Many copyrighted works may be stored in digital form, such as software, movies, videos, photographs, etc. Through P2P file sharing it has become increasingly easy to store and transfer these copyrighted works to others, thus increasing the risk that users of P2P software and file-sharing technology will infringe the copyright protections of content owners. If P2P file-sharing applications are installed on your computer, you may be sharing someone else's copyrighted materials without realizing you are doing so. As a user of the University network, recognizing the legal requirements of the files that you may be sharing with others is important. You should be careful not to download and share copyrighted works with others.

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 Methods to Effectively Combat Unauthorized Distribution of Copyrighted Material and 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 Computer Use for Faculty and Students 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 Computer Use for Faculty and Students Policy and any other University policy applicable to the particular situation. Students who are subject to professional codes of conduct that apply to their enrollment at the University shall be sanctioned according to the requirements of the respective code.

Education and Awareness

The University uses a variety of means to inform students, faculty

and other network users about copyright laws and the response to copyright infringement claims by the University.

The University informs its campus community through the Consumer Information Guide and other periodic communications that unauthorized distribution of copyrighted material, including unauthorized P2P file sharing, may subject students and faculty to civil and criminal liabilities and their possible extent.

The Consumer Information Guide is available on the University website, is provided to potential students and employees, and is sent by email on a yearly basis to current students, faculty and employees.

Link to Consumer Information Guide: http://www.phoenix.edu/about_us/regulatory/consumerinformation.html

Legal Sources for Online Music and Videos

The legal sources for online music and videos are reviewed annually by the University's Sr. Director of Governance, Risk and Compliance. The following links are online sources that provide information on legal access to copyrighted music and videos:

EDUCAUSE is an association of colleges and universities, which maintains a list of legal media sources:

<http://www.educause.edu/legalcontent>

The Recording Industry Association of America (RIAA) provides a list of legal music sources:

http://www.riaa.com/toolsforparents.php?content_selector=legal-music-services

Digital Millennium Copyright Act Policy (DMCA)

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

University of Phoenix may terminate the network accounts or access to users who have repeatedly infringed on the copyrights of others. In addition to sanctions that may be applicable under the University Student Code of Conduct, the Acceptable Computer Use for Faculty and Student, or other policies. The 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 DMCA.

Copyright infringement notices must be given in writing, preferably by email, or by U.S. mail to the agent listed below:

University of Phoenix
Attn: Copyright Agent
Subject: Copyright Compliance
4025 S. Riverpoint Pkwy.
Mail Stop: CF-K612
Phoenix, AZ 85040
Email: CopyrightAgent@apollo.edu

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

The DMCA provides that a person who falsely claims that someone is infringing on his or her copyright may be liable for damages including costs and attorneys' fees. Alternatively, an individual can also be liable for damages including attorneys' fees if materially misrepresenting that an activity is infringing on the copyright of another. Therefore, the University recommends contacting an attorney to confirm whether a work is protected by copyright laws.

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, upon receiving a valid counter notification, the University will:

- Provide the person who filed the original notification with a copy of the counter notice
- Inform him or her that the material will be reinstated or access to it restored between 10 and 14 business days following receipt of the counter notice.

Process for Filing Notice of Alleged Infringement

Below is the process for filing a notification under the DMCA when an individual believes their work has been infringed upon. Notice must be given in writing to the designated agent as specified above and contain the following information:

- Identify in sufficient detail the copyrighted work that you believe has been infringed upon; for example, describe the work that you own.
- Identify the material that you claim is infringing on your copyright as set forth in number one and provide detailed information that is reasonably sufficient to locate the infringing item; for example, provide the link to the infringing material.
- Provide sufficient contact information: phone number, address and email address.
- If possible, provide information that allows the University to notify the alleged infringing party of notice of the alleged infringement.
- The following statement must be included in your notice: "I 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.

Process for 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:

1. Identify the material that has been removed. This may include providing the location or the URL when possible.
2. Provide your name, address, telephone number, and email address if available.
3. Provide a statement that you consent to the jurisdiction of Federal District Court for the judicial district in which you reside, or for any address outside the United States or any judicial district, in which the service provider may be found, and that you will accept service of process from the person who provided notification to the University of the alleged infringement or an agent of such person.
4. 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."
5. The notice must be signed.

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

Register to Vote

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

The national form also contains voter registration rules and regulations for each state and territory. For more information about registering to vote, contact your state election office at http://www.eac.gov/voter_resources/contact_your_state.aspx

Register to vote by following your state-specific instructions and using the National Mail Voter Registration form at http://www.eac.gov/voter_resources/register_to_vote.aspx

Campus Safety and Security

Campus Safety Policies

The University Campus Safety policies at http://cdn.assets-phoenix.net/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf have been prepared to increase University of Phoenix community's awareness of current programs that exist to protect its members' safety and well-being and to satisfy the requirements of the Safe and Drug Free Schools and Communities Act and Clery Act. The information included relates to the following:

- Alcohol and other drug abuse prevention, health risks and counseling services
- Annual crime statistics
- Available counseling and assistance resources
- Crime prevention measures
- Reporting criminal activities
- Emergency mass notification
- Information related to campus safety programs
- Penalties and sanctions regarding the unlawful use, sale, possession or distribution of illegal drugs and alcohol
- Legal effects of alcohol and other drug use
- Prohibited use or distribution of alcohol and other drugs

- Safety and awareness
- Sex offender registry
- Sexual violence policy and prevention

The information is intended to provide a useful description of University of Phoenix campus safety policies; however, it is not intended to serve as a contractual agreement between the University and the recipient. Additionally, the University will disseminate and publicize, for each of its campus locations, crime statistics from the most recent calendar year and two preceding calendar years. Visit http://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.html to access a PDF file of University of Phoenix Campus Safety Policies.

Campus Crime Statistics

This report is compiled in conjunction with University of Phoenix's 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 police or a University of Phoenix campus security authority over the previous three years 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. If a crime has occurred but has not been reported, it cannot be reflected in the following statistics. For this reason, University of Phoenix encourages everyone to report all crimes to their designated campus security authority and local law enforcement agency.

Specific campus location statistics are available electronically at http://www.phoenix.edu/about_us/campus-safety/campus-crime-statistics.html or by requesting a printed copy from your local campus security authority. (Contact information can be viewed at http://www.phoenix.edu/about_us/campus_safety/campus_safety_contact_list.html)

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

Note: Please use the latest version of your Internet browser when reviewing the campus crime statistics. Google Chrome is recommended.

Statement of Policy on Sex Offender Registration

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

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://nsopw.gov/>. You can search by city, county or ZIP code. This information is collected by other agencies, and this institution cannot guarantee this information is correct or complete. The information provided here is intended to be in compliance with the Clery Act and for campus safety purposes only. It should not be used to intimidate, threaten or harass. Misuse of this information may result in prosecution.

Emergency Mass Notification Policy

Apollo Education Group (Apollo) and University of Phoenix

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

Apollo and UOPX maintain emergency management policies, procedures and systems to protect lives and property, and to continue necessary critical functions and essential services. An emergency is defined as a situation that poses an immediate threat to the health or safety of someone in the University community at a UOPX site or that significantly disrupts programs and activities.

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

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

Campus Security Authority Contact List

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

Alcohol and Other Drug Abuse Prevention

Drug abuse affects all aspects of life. It threatens the workplace as well as our homes, our schools and our community. The U.S. Department of Education requires institutions of higher education to implement a drug prevention and awareness program for their students and employees. University of Phoenix abides by federal Drug-Free Workplace and Drug-Free Schools and Communities Act regulations regardless of individual state legalization.

Students are expected to conduct themselves ethically, honestly and with integrity as responsible members of the University's academic community. Any member of the University community found consuming or selling alcohol and other drugs on University property, including attending class or meeting with campus personnel, is subject to disciplinary action up to and including dismissal from the University, depending on the seriousness of the situation. All alcohol and other drug abuse policies, prevention and referrals can be viewed in the Campus Safety Policies document at http://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.html

Prohibition of Illicit Drug Use

The University community must adhere to a code of conduct that recognizes the unlawful manufacture, sale, delivery, unauthorized possession or use of any illicit drug is prohibited on property owned or otherwise controlled by University of Phoenix. If an individual is apprehended for violating any alcohol- or other drug-related law while at a University location or activity, the University will fully support and cooperate with federal and state law enforcement agencies. The University enforces a "zero tolerance" policy regarding underage drinking.

Underage possession or consumption of alcoholic beverages is not permitted on property owned or controlled by the University, and the state laws will be enforced.

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

owned or controlled by the University.

Federal Financial Aid Penalties for Drug Violations

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

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

Failure to answer the question automatically disqualifies students from receiving federal financial aid. Answering this question falsely could result in fines, imprisonment or both. More information about federal penalties and sanctions is located at <http://www.justice.gov/dea/druginfo/ftp3.shtml>

Penalties for Drug Convictions

If a student is convicted of a drug-related felony or misdemeanor that took place while her or she was receiving federal student aid, the student will become ineligible to receive further during a period of enrollment for which he or she was receiving federal student aid. If the student was convicted of both possessing and selling illegal drugs during a period for which the student was receiving federal student aid, and the periods of ineligibility are different, then the student will be ineligible for the longer period.

POSSESSION OF ILLEGAL DRUGS

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

SALE OF ILLEGAL DRUGS

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

How to Reduce the Period of Eligibility or Regain Eligibility

The student may shorten the period of ineligibility by:

- Successfully completing an approved drug rehabilitation program that includes passing two unannounced drug tests;
- Passing two unannounced drug tests administered by an approved drug rehabilitation program; or
- Having the conviction reversed, set aside or otherwise rendered invalid.

The student may regain eligibility the day after the period of ineligibility ends.

Students denied eligibility for an indefinite period can regain it after successfully completing a qualified rehabilitation program, passing two unannounced drug tests from such a program, or if a conviction is reversed, set aside or removed from the student's record so that fewer than two convictions for sale or three convictions for possession remain on the record (in such cases, the nature and dates of the remaining convictions will determine when the student regains eligibility).

Students who regain eligibility during the award year should notify the financial aid office immediately so that they might receive any eligible financial aid which they are entitled to receive. It is the student's responsibility to certify that a rehabilitation program was successfully completed, as with the conviction question on the FAFSA, the University is not required to confirm the reported information unless conflicting information is determined.

Qualified Drug Rehabilitation Program

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:

- Be qualified to receive funds directly or indirectly from a federal, state or local government program.
- Be qualified to receive payment directly or indirectly from a federally or state-licensed insurance company.
- Be administered or recognized by a federal, state or local government agency or court.
- Be administered or recognized by a federal or state-licensed hospital, health clinic or medical doctor.

Convictions for Offense That Occurred During Enrollment

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

Institutional Sanctions for Alcohol and Drug Violations

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

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

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STUDENTS' RIGHTS AND RESPONSIBILITIES

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 or authorized electronic 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, year of birth, program of study, dates of attendance, dates of admission, degree completion dates and types of degrees earned, enrollment status, grade level, photographs, honors, and awards received, participation in officially recognized activities 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 by submitting a FERPA Hold Request Form to the Registrar's Office. Requests are valid throughout student's enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4025 South Riverpoint Parkway, Mail Stop CF-A206, Phoenix, AZ 85040, Fax (480) 643-1600.

STUDENT CODE OF CONDUCT

The University of Phoenix has established a Student Code of Conduct. 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 all University-related academic and professional discourse.

As part of the Student Code of Conduct, in addition to the information listed here, the University maintains conduct-related policies and procedures for violations that are specific to the following:

1. Code of Academic Integrity
2. Student Records Violations
3. Title IX and Violence Against Women Act Policy

Students are accountable for their actions and are required to work independently and collaboratively with teams in achieving learning goals and objectives. As a member of the University's academic community, students acknowledge and accept an obligation to abide by the Student Code of Conduct. Conduct on or off campus which is determined to impair, interfere with, or obstruct the opportunities of others to learn, or which disrupts the mission, processes, or orderly functions of the University, will be deemed misconduct. A violation of the Student Code of Conduct will be subject to appropriate disciplinary action.

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

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. Failure to promptly comply with any reasonable directive from faculty or University officials.
7. Failure to cooperate in a University investigation.
8. 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).
9. Using, dealing in, or being under the influence of alcohol, other substances, or illegal drugs or use of tobacco or electronic cigarettes while in class, at campus-sanctioned events, or when meeting with campus personnel.
10. Failure to maintain confidentiality and respect for the privacy of personal or professional information communicated about cli-

ents, one's employer, other students, or their employers.

11. 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.

12. Violation of the policy on Acceptable Computer Use for Faculty and Student.

13. Hazing (any action which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any University-sanctioned organization).

14. Violation of federal, state, or local laws or regulations that impacts the University's educational environment.

Alleged Student Code of Conduct violations are subject to a fair and impartial process and may result in a warning or charge.

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

1. 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.
 - a. 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.
2. Notification - Following the investigation, if there is sufficient evidence to indicate that a violation has occurred, the student will be notified of the specific charge(s) in writing.
 - a. 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.
 - b. If this is a drug and/or alcohol related offense the campus must also notify the Office of Dispute Management.
 - c. If this is an allegation of sexual assault, domestic violence, dating violence, or stalking, then timely notice should be provided to both the Accuser and the Accused and they should be given equal access to any information that will be used during informal and formal disciplinary meetings and hearings.
3. Student Response - A student will be given ten (10) calendar days to submit a written response to the designated University official.
 - a. 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.
4. Processing Student Response -
 - a. A student response admitting guilt will be sent to the Director of Grievances and Appeals or their designee who will determine the appropriate sanction(s).
 - b. A student response denying the charge(s) will follow the Ethics Committee process outlined below.
 - i. An Ethics Committee will be convened to review the file and provide findings of fact and recommendations to the Director

Grievances and Appeals (or designee).

ii. The Ethics Committee will be facilitated by an impartial University administrator and composed of three impartial individuals who have no prior involvement with the student or the investigation. The Committee members include: a faculty member and two staff members: one from Student Services and one from Academic Affairs.

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 Grievances and Appeals or designee 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. If the violation involved allegations of sexual assault, domestic violence, dating violence or stalking, then the Accused and the Accuser are entitled to the same opportunity to have others present during a disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice.

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

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

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

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

a. The decision will be communicated in writing to the student by the decision maker.

b. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University of Phoenix will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased as a result of the alleged crime or offense, the University of Phoenix will provide the results of the disciplinary hearing to the victim's next of kin, if so requested. For matters of alleged sexual assault, domestic violence, dating violence, or stalking, both the Accuser and the Accused shall be simultaneously informed in writing of the outcome of any institutional disciplinary proceeding. The result must include the rationale and the sanctions. Compliance of this disclosure does not constitute a violation of FERPA.

c. Any decision which affects a student's admissions, enrollment, or academic status will be communicated to the Registrar's Office for records update.

6. Sanctions - If a violation is found, disciplinary sanctions will be based on the seriousness of the situation and may include, but are not limited to, documented counseling by a University staff member, loss of academic credit, a failing grade on assignments or for the course, suspension, and/or expulsion.

a. A recommendation of expulsion by the decision maker will be automatically reviewed by the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) and must be endorsed before the campus communicates that sanction to the student.

7. Appeals - In the event the Ethics Committee finds a student to be in violation of the Student Code of Conduct, the student may request an appeal of the decision to the SDRC.

a. Appeals must be requested in writing to ODM within ten (10) days of receiving the campus decision. Appeals will only be accepted if the student can demonstrate one or more of the following:

1) new information which was unavailable at the time of the hearing, or

2) procedures were not followed.

b. The SDRC is comprised of an administrator from the University, a 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 in writing directly to the student, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion.

c. 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, a Vice President of the 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 in writing directly to the student and the campus.

d. For matters of allegations of sexual assault, domestic violence, dating violence or stalking, the University will notify the Accused and the Victim of the procedures to appeal the results of the decision; and of any change to the results that occurs prior to the time that such results become final; and when such results become final. Appeals must be requested in writing to the Office of Dispute Management (ODM) within ten (10) days of receiving the decision.

Code of Academic Integrity

The University of Phoenix requires that students adhere to the ethical standards necessary to maintain individual and institutional academic integrity. As members of the University's academic community, students acknowledge and accept a responsibility to abide by this Student Code of Academic Integrity, which is a part of the Student Code of Conduct.

A violation of the Student Code of Conduct - Code of Academic Integrity will be subject to appropriate disciplinary action. Academic integrity violations include all forms of academic dishonesty, including but not limited to:

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. When a student copies information from a source, he or she must acknowledge the source with quotation marks or block quotes irrespective of whether or not the source has been formally published.
- b. Paraphrasing statements, paragraphs, or other bodies of work without proper citation using someone else's ideas, data, language, and/or arguments without acknowledgement.
- c. Presenting work as the student's own that has been prepared in whole or part by someone other than that particular student. This includes the purchase and/or sharing of work.
- d. Failure to properly cite and reference statistics, data, or other sources of information that are used in one's work.
2. Self-plagiarism, double dipping, or dovetailing - Submission of work that has been previously prepared and submitted for credit without fair citation of the original work. The use of one's previous work in an assignment requires prior approval from the current faculty member and citation of the previous work.
3. Fabrication - Falsification or invention of any information, citation, data, or document. This includes the invention or alteration of data or results or relying on another source's results in any assignment without proper acknowledgement of that source. Fabrication includes citing sources that the student has not actually used or consulted.
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, 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. Misrepresentation - Falsely representing the student's situation to faculty; for example when justifying an absence or the need for an incomplete grade or requesting a makeup exam, a special due date, or extension of a syllabus or class deadline for submitting a course requirement.
6. Collusion - Helping or allowing another student to commit any act of academic dishonesty.
7. Copyright infringement - Acquisition or use of copyrighted works without appropriate legal license or permission. Any unauthorized distribution of copyrighted material, including peer-to-peer file sharing and/or illegal downloading or unauthorized distribution of copyrighted materials using the University information technology system may subject a student to civil and criminal liabilities.
- a. For more information, refer to: <http://www.copyright.gov/title17/92chap5.pdf> for information on federal copyright infringement and remedies. Students may also access the University's Copyright Infringement and Peer-to-Peer File Sharing policies.

Alleged Code of Academic Integrity violations are subject to a fair and impartial process and may result in a warning or charge.

Procedure for Processing Alleged Violations of the Student Code of Conduct - Code of Academic Integrity:

1. 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.

- a. 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.
2. Notification - Following the investigation, if there is sufficient evidence to indicate that a violation has occurred, the student will be notified of the specific charge(s) in writing.
- a. 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.
3. Student Response - A student will be given ten (10) calendar days to submit a written response to the designated University official.
- a. 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.
4. Processing Student Response -
- a. A student response admitting guilt will be sent to a representative of the student's college or their designee who will determine the appropriate sanction(s).
- b. A student response denying the charge(s) will follow the Ethics Committee process outlined below.
- i. An Ethics Committee will be convened to review the file and provide findings of fact and recommendations to a representative of the student's college (or designee).
- ii. The Ethics Committee will be facilitated by an impartial University administrator and composed of three impartial individuals who have no prior involvement with the student or the investigation. The Committee members include: a faculty member and two staff members: one from Student Services and one from Academic Affairs.
- 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 a representative of the student's college or designee whether a violation occurred and what sanction, if any, is warranted.
- iv. Students will be afforded the opportunity to address the Committee via teleconference to make a statement in their defense.
- v. Students are not entitled to representation by an attorney or any other third party at any point in the process.
- vi. Tape, digital, or other electronic recording of the committee meeting is not permitted.
- vii. The Committee members are given a Case Packet with all relevant information for the committee meeting, including any written response received from the student.
- viii. The Committee members sign a Confidentiality Statement for Committee Members and, after the Committee's deliberations, the Case Packets are required to be destroyed in order to maintain confidentiality.
5. Decision - the administrator delivers a summary report, generally containing findings of fact and recommendations, to a representative of the student's college or designee, who has the

ultimate authority to accept, reject, or modify the recommendations of the Ethics Committee and render the decision. All tasks related to the Student Code of Conduct procedure must be completed in the appropriate system by the Campus Director or designee within 45 days.

- a. The decision will be communicated in writing to the student by the decision maker.
- b. Any decision which affects a student's admissions, enrollment, or academic status will be communicated to the Registrar's Office for records update.
6. Sanctions - If a violation is found, disciplinary sanctions will be based on the seriousness of the situation and may include, but are not limited to, documented counseling by a University staff member, loss of academic credit, a failing grade on assignments or for the course, suspension, and/or expulsion.
 - a. A recommendation of expulsion by the decision maker will be automatically reviewed by the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) and must be endorsed before the campus communicates that sanction to the student.
7. Appeals - In the event the Ethics Committee finds a student to be in violation of the Code of Academic Integrity, the student may request an appeal of the decision to the SDRC.
 - a. Appeals must be requested in writing to ODM within ten (10) days of receiving the campus decision. Appeals will only be accepted if the student can demonstrate one or more of the following:
 - 1) new information which was unavailable at the time of the hearing, or
 - 2) procedures were not followed.
 - b. The SDRC is comprised of an administrator from the University, a 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 in writing directly to the student, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion.
 - c. 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, a Vice President of the 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 in writing directly to the student and the campus.

Student Records Violations

The University of Phoenix Student Code of Conduct requires that students submit complete and accurate information regarding their student records. Full and accurate disclosure by the student allows appropriate advisement to occur.

An alleged violation of the Student Code of Conduct that relates to student records will be forwarded in writing to the Registrar. Alleged Student Code of Conduct - Student Records violations are subject to a fair and impartial process and may result in a warning or charge.

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

1. 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.
 - a. 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.
2. Notification - Following the investigation, if there is sufficient evidence to indicate that a violation has occurred, the student will be notified of the specific charge(s) in writing.
 - a. 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.
3. Student Response - A student will be given ten (10) calendar days to submit a written response to the designated University official.
 - a. 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.
4. Processing Student Response -
 - a. A student response admitting guilt will be sent to the Registrar, or their designee, who will determine the appropriate sanction(s).
 - b. A student response denying the charge(s) will follow the Registrar's committee process outlined below.
 - i. After the Apollo Ethics and Compliance Department's investigation is completed and the student has responded to the Charging Letter and denied the charge, a Registrar's Committee will be convened to review the file and provide findings of fact and recommendations to the Registrar (or designee).
 - 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 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 the 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.
5. Decision - the administrator 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.

- a. The decision will be communicated to the student in writing by the decision maker.
- b. 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. For cases of alleged domestic violence, dating violence, sexual assault, or stalking, both the accuser and the accused shall be simultaneously informed in writing of the outcome of any institutional disciplinary proceeding. Compliance of this disclosure does not constitute a violation of FERPA.

6. Sanctions -

- a. If a violation is found, disciplinary sanctions will be based on the seriousness of the situation and may include, but are not limited to, documented counseling by a University staff member, loss of academic credit, a failing grade on assignments or for the course, suspension and/or expulsion.
- b. A recommendation of expulsion by the decision maker will be automatically reviewed by the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) and must be endorsed before the Registrar communicates that sanction to the student.

7. Appeals - In the event the Registrar Committee finds a student to be in violation of the Student Code of Conduct the student may appeal the decision to the SDRC.

- a. Appeals must be requested in writing to ODM within ten (10) days of receiving the Registrar's decision. Appeals will only be accepted if the student can demonstrate one or more of the following:

- 1) new information which was unavailable at the time of the hearing, or
- 2) procedures were not followed.

- b. The SDRC is comprised of an administrator from the University, a 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.

- c. 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, a Vice President of the 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.

- d. In cases of alleged domestic violence, dating violence, sexual assault, or stalking, the institution must simultaneously inform the accused and the victim in writing of the following: the procedures to appeal the results of the institutional disciplinary proceeding, of any change to the results that occurs prior to the time that such results become final, and when such results become final.

Title IX and Violence Against Women Act (VAWA) Policy

The University recognizes its responsibility to adhere to Title IX of the Education Amendments of 1972.

An alleged violation of the Student Code of Conduct - Title IX and VAWA which relates to sex discrimination, sexual harassment, sexual violence, dating violence, domestic violence, sexual assault, or stalking is subject to a prompt, thorough, impartial review process which may result in a warning or charge.

Procedure for Processing Alleged Violations of the Student Code of Conduct - Title IX and VAWA Policy:

- 1. Investigation - An alleged violation of Title IX or an allegation of domestic violence, dating violence, sexual assault, or stalking 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-S907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.

- a. An investigation will gather relevant evidence, including, but not limited to, pertinent documents and statements from witnesses.

- b. The investigation, any hearing and appeals and any sanctions or action as a result of the process may take up to sixty (60) days. Extensions of the timeframes may be allowed for good cause with written notice to the Accuser and the Accused of the delay and the reason for the delay. It will also be a fair and impartial investigation conducted by officials who receive annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking and how to conduct an investigation that protects the safety of victims and promotes accountability.

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

- 2. Notification - Following an investigation, if there is sufficient evidence to indicate that a violation has occurred, the student will be notified of the specific charge(s) in writing

- a. 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.

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

- 3. Student Response - A student will be given ten (10) calendar days to submit a written response to the designated University official.

- a. 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.

4. Processing Student Response -

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

- b. A student response denying the charge(s) will follow the Title IX Committee process outlined below.

i. After the investigation is completed and the student has responded to the Charging Letter and denied the charge, both the Complainant/Accuser and the Respondent/Accused will be given notice of the Title IX Committee meeting and afforded the opportunity to appear at the meeting telephonically and /or present written witness statements for inclusion in the Title IX Case Packet.

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

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

iv. The Title IX Committee composition will be three fair and impartial individuals who have no prior involvement with the parties or the investigation: a faculty member, and two staff members: one from student services and one from academic affairs. The Committee will have received annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking and how to conduct a hearing process that protects the safety of victims and promotes accountability.

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, Assistant Title IX Coordinator, Deputy Coordinator, or designee about whether a violation occurred and what sanction, if any, is warranted.

vi. Respondents/Accused and Complainants/Accuser will be afforded the opportunity to separately address the Title IX Committee. This may be done via teleconference.

vii. Students are entitled to have third parties present during the committee process. The Complainant/Accuser and the Respondent/Accused are entitled to the same opportunity to have others present during a disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice. The University permits each party to have at least one support person present. This support person may be an attorney; however, this person may not speak on behalf of the student.

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 Complainant/Accuser or Respondent/Accused, 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.

5. Decision - the administrator delivers a summary report, containing findings of fact and recommendations, to the Title IX Coordinator, Assistant Title IX Coordinator, or Deputy Coordinator (or designee), who has the ultimate authority to accept, reject, or modify the recommendations of the Title IX Committee and render the decision. Any publicly available records will not include identifying information about the victim to the extent permissible by law.

a. The decision will be communicated in writing simultaneously to both the Complainant/Accuser and the Respondent/Accused by the Title IX Coordinator or designee. The result must also include the rationale for the result and the sanction. Compliance of this disclosure does not constitute a violation of FERPA.

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

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

6. Sanctions: - If a violation is found, disciplinary sanctions will be based on the seriousness and/or frequency of the situation and may include, but are not limited to, documented coaching by a University staff member, counseling by a contracted third-party provider, suspension and/or expulsion.

a. 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.

7. Appeals - The University will notify the Respondent/Accused and the Victim of the procedures to appeal the results of the decision to the Student Discipline Review Committee (SDRC) and of any change to the results that occurs prior to the time that such results become final; and when such results become final.

a. Appeals must be requested in writing to the Office of Dispute Management (ODM) within ten (10) days of receiving the Title IX Coordinator's decision. Appeals will only be accepted if one or more of the following can be demonstrated:

1) new information which was unavailable at the time of the hearing, or

2) procedures were not followed.

b. 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 respec-

tive 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.

c. 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 Senior Vice President of Student Administrative Services, and the Dean of the accused student's college (or their respective designees). The decision of the SMRC is final and will be communicated directly to the student and the campus.

University of Phoenix Professional Standards for Candidates in the School of Nursing

Candidates in the School of Nursing are subject to greater scrutiny because of their anticipated interactions with students, families, patients and clients in the community. These degree candidates participate in one or more clinical rotations, practicum, and/or preceptorships as part of their academic program. University of Phoenix faculty members have a legal, ethical, and academic responsibility to ensure degree candidates refrain from unsafe or unprofessional nursing practices. Candidates in the School of Nursing are expected to represent the University as professionals and adhere to the ethics and standards of their profession, irrespective of where the conduct may occur.

The following Professional Standards apply to Candidates in the School of Nursing Programs before, during, and after clinical rotations, practicum, and/or preceptorships. The Professional Standards address a candidate's affective attributes and disposition to be nurses, nurse practitioners and/or healthcare providers. Monitored behaviors may extend outside the classroom to off-site activities and locations when the candidate's behavior infringes upon the reputation of University of Phoenix, School of Nursing.

The School of Nursing adheres to the broader nursing community's ethical standards as well as additional professional standards put forth by the School of Nursing administration.

1. University of Phoenix Student Code of Conduct

Guidelines for acceptable student behavior, including academic integrity, at University of Phoenix can be identified in the Student Code of Conduct, available in the academic catalog.

2. American Nurses Association (ANA) Code of Ethics for Nurses

The School of Nursing adheres to the ANA Code of Ethics for Nurses. Students are expected to read, understand, and perform in compliance with this Code. Candidates can locate the ANA code of Ethics here: <http://www.nursingworld.org/codeofethics>

3. Nurse Practice Act (by state)

Because nursing care poses a risk of harm to the public if practiced by professionals who are unprepared or incompetent, the state, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate nursing. Students are required to read, understand, and perform in compliance with their state's nurse practice act. Candidates can locate this information here: <https://www.ncsbn.org/nurse-practice-act.htm>

4. ANA Principles for Social Networking and the Nurse

ANA's Principles for Social Networking and the Nurse: Guidance for the Registered Nurse provides guidance to

registered nurses on using social networking media in a way that protects patients' privacy and confidentiality and maintains the standards of professional nursing practice. A copy of the ANA Principles for Social Networking and the Nurse can be found here: <http://www.nursingworld.org/principles>

5. The candidate is sensitive to community and cultural norms that pertain to the University classroom, clinical rotations, practicum, and/or preceptorships.
6. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.
7. The candidate refrains from engaging in nursing practice for which the student has not been authorized or for which the student has not been educated/validated at the time of the incident.
8. The candidate refrains from disrupting the programs of the School of Nursing or its affiliates.
9. The candidate will participate in or complete clinical work consistent with professional nursing practice, including satisfactory performance of all critical behaviors specified.
10. The candidate will adhere to College, School, Clinical, and Agency site policies and procedures.
11. Candidates will refrain from aiding, abetting or inducing another to commit a violation of the Student Code of Conduct or Professional Standards.
12. Candidates in the School of Nursing will assume responsibility for their own health as well as their own behavior.
 - a. Transportation: Candidates in the School of Nursing are responsible for personal transportation to and from health agencies and/or clinical sites.
 - b. Personal Electronic Devices: Candidates in the School of Nursing are responsible to be aware of and comply with agency policies regarding personal electronic devices.

A Candidate's ability to satisfactorily meet the Professional Standards is a matter of ongoing academic judgment made by faculty, campus staff and campus management. When it is determined by faculty, campus staff, or campus management that a candidate falls short of meeting any of the above Professional Standards, they may file a "Referral Form" with the Campus College Chair, Regional or Campus Director of Academic Affairs, or designee. Any candidate who receives one or more referral(s) shall be counseled, remediated, or withdrawn from his/her program as appropriate.

Candidates who are separately charged with violating the University of Phoenix Student Code of Conduct shall be subject to the policies, procedures, and sanctions issued by that office.

Procedure for Processing Referral Forms

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

During the course of his/her program, faculty members, through a

review of grades and dispositions, will monitor a candidate's academic progress. The Campus College Chair (CCC), Regional or Campus Director of Academic Affairs or Designee, will serve as the primary point of contact for remediation plans and/or Candidate Retention Committees.

A. One Referral

- a. Notification of a Referral Form is sent to the candidate in writing through the ecampus letter center by the Campus College Chair or designee identifying the candidate's deficiencies in meeting the above Professional Standards.
- b. The candidate shall be provided with ten (10) days to respond to the notification. If the student does not respond within ten (10) days the student will receive a suspension letter pending his/her response.
- c. 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. At times this will result in the student being unable to resume classes until the requirements of the violation are fulfilled.
- d. The Campus College Chair or designee may convene a meeting of the Candidate Retention Committee ("CRC") if deemed necessary. If the CRC will be convened, the notification to the candidate shall specifically describe the issue(s) to be discussed and the possible recommendation options available to the CRC.
- e. If the CRC meeting is held, the Committee members shall discuss with the candidate the issues or problems that appear to be hindering his/her success and make one of the following recommendations:
 - i. Take no action;
 - ii. Institute a formal remediation plan; or
 - iii. Programmatically withdraw the student
- f. The candidate will have 30 days to complete any remediation plan or other corrective action decided on with the CCC, CRC, or designee. Failure to complete the plan within 30 days will result in a suspension.
- g. The CRC shall issue a report explaining the basis for its recommendation.
- h. If the candidate was placed on a status hindering academic progression during this process, that status will be removed once the candidate has fulfilled the requirements of the remediation plan and/or corrective action and will be able to resume coursework.

B. Two or More Referrals (of the same nature)

- a. Notification of a Referral Form is sent to the candidate in writing through the ecampus letter center by the Campus College Chair or designee identifying the candidate's deficiencies in meeting the above Professional Standards.
- b. Notification shall specifically describe the issue(s) to be discussed and the possible recommendation options available to the CRC. At times this will result in the student being unable to resume classes until a meeting

with the CRC and the subsequent actions are fulfilled.

- c. The candidate shall be provided with ten (10) days to respond to the notification.
- d. After the candidate has the opportunity to respond, the Campus College Chair or designee shall convene a meeting of the Candidate Retention Committee.
- e. The CRC members shall discuss with the candidate the issues or problems that appear to be hindering his/her success ad make one of the following recommendations:
 - i. Take no action;
 - ii. Institute a formal remediation plan; or
 - iii. Programmatically withdraw the student.
- f. The candidate will have 30 days to complete any remediation plan or other corrective action decided on with the CRC or designee. Failure to complete the plan within 30 days will result in a suspension.
- g. The CRC shall issue a report explaining the basis for its recommendation.
- h. If the candidate was placed on a status hindering academic progression during this process, that status will be removed once the candidate has fulfilled the requirements of the remediation plan and/or corrective action and will be able to resume coursework.

Appeals

If the CRC recommends that the candidate be withdrawn from the program, and this recommendation is endorsed by the Campus Director of Academic Affairs, the candidate has the right to appeal this decision to the Central Administration Appeals Committee (CAAC) within 10 days of receipt of the decision.

The CAAC is generally comprised of at least the Dean and an Associate Dean from the School of Nursing or designee(s), and a Regional Director of Academic Affairs (RDAA). The decision of the CAAC is final.

Who is the Candidate Retention Committee?

- 1. The CRC is comprised of the Campus College Chair or designee and at least two faculty members.
- 2. The candidate will be expected to participate in a dialogue with the Committee to exchange ideas on remediation or withdrawal from the program.
- 3. The candidate will not be permitted to have representation by an attorney or any other third party in this academic meeting.

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

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

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

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

1. The candidate contributes to a positive climate in the University classroom and all field placements, practicums, and internships.
 2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.
 3. The candidate is a thoughtful and responsive listener.
 4. The candidate is committed to reflection, assessment, and learning as an ongoing process.
 5. The candidate is willing to give and receive help.
 6. The candidate is sensitive to community and cultural norms of the counseling and/or human services industry, the University classroom, and all field placements, practicums, and internships.
 7. The candidate values human diversity and shows respect for others' varied talents and perspectives.
 8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.
 9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the human services and/or counseling field.
 10. The candidate demonstrates a level of responsibility and ethical judgment consistent with professional guidelines developed for these fields and appropriate for a professional human services worker and/or counselor. These guidelines are outlined in the National Organization for Human Services (NOHS) Code of Ethics, the American School Counselor Association (ASCA) Ethical Standards for School Counselors, and the American Counselors Association (ACA) Code of Ethics.
 11. The candidate maintains the highest ethical standards in interactions with faculty, students, staff, and clients as well as in preparation and submission of required course work, and the completion of assignments.
 12. The candidate maintains a pattern of consistently meeting academic and professional standards in courses, field placements, practicums and internships.
- When it is determined by faculty, campus staff, or campus management that a candidate falls short of meeting any of the above Supplemental Standards, they may file a "Referral Form" with the Campus College Chair, Campus Director of Academic Affairs, or designee. Any candidate who receives one or more referral(s) shall be counseled, remediated, or withdrawn from their program, as appropriate.
- Candidates who are separately charged with violating the Student Code of Conduct shall be subject to the policies, procedures, and sanctions for processing such charges. However, a charge under the Student Code of Conduct may also be the basis for a referral on separate academic grounds under these Supplemental Standards. Similarly, an observation under the Referral Process may be the

basis for a Student Code of Conduct charge.

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

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

The College of Education has instituted processes to ensure that candidates demonstrate the appropriate behavioral and programmatic skills required of the profession. As such, candidate interactions with staff, faculty, fellow students, and external placement constituents are observed throughout their attendance. Additionally, candidates are regularly evaluated by the faculty and have access to counseling on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the profession and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate's deficiencies and promote dialogue on how the candidate can improve and move forward in their program. The Referral Process is not intended as punitive, but rather as a corrective measure to ensure candidates are prepared to enter their profession.

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

Supplemental Standards

The following Supplemental Standards for Candidates in College of Education Programs

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

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

the University classroom and in clinical experience.

7. The candidate appreciates and values human diversity and shows respect and fairness for others' varied talents and perspectives.
8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in 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.

University of Phoenix Supplemental Standards for Students/Candidates in School of Advanced Studies Programs

Students/candidates in a University of Phoenix School of Advanced Studies program are subject to greater scrutiny because doctoral students/candidates are expected to represent the University as scholars and professionals and adhere to the ethics and standards of their profession, as well as the University's Student Code of Conduct.

The School of Advanced Studies has instituted processes to ensure that doctoral students/candidates demonstrate the appropriate scholarly and professional skills required of their advanced academic and professional standing that the doctorate represents. As such, student/candidate interactions with staff, faculty, fellow students, and external contacts are observed throughout their attendance. Additionally, doctoral students/candidates are regularly evaluated by the faculty and have access to counseling and academic advisement on scholarly and professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the requirements of doctoral standing and who can offer constructive feedback. It is the intention of the Referral Process to identify a student's/candidate's deficiencies and promote dialogue on how the student/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 doctoral students/candidates are prepared to enter their profession at the advanced level appropri-

ate to a completed doctoral education.

During the course of their program students/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 student's/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/candidate 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 pertain to doctoral students/candidates in School of Advanced Studies programs. The Supplemental Standards address a student's/candidate's affective attributes and disposition to be a successful scholar and professional at the doctoral level. A corresponding Professional Dispositions Rubric provides additional guidance. A student's/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 student/candidate contributes to a positive climate in the University classroom, all residencies and research and/or practice settings.
2. The student/candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.
3. The student/candidate is a thoughtful and responsive listener.
4. The student/candidate is committed to reflection, assessment, and learning as an ongoing process.
5. The student/candidate is willing to give and receive help.
6. The student/candidate is sensitive to doctoral community values and cultural norms for the degree program, the University classroom, research and scholarly activities, and/or practice hours within their discipline.
7. The student/candidate appreciates and values human diversity and shows respect and fairness for others' varied talents and perspectives.
8. The student/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 student/candidate demonstrates a commitment to keeping abreast of new ideas, theories, and understanding in their scholarly discipline and professional field.
10. The student/candidate demonstrates a level of responsibility and ethical judgment appropriate for an advanced scholar, professional, and leader in their professional field.
11. The student/candidate maintains the highest ethical standards and professional demeanor in interactions with faculty, students, staff, and external contacts related to research and scholarly activities and/or practice hours, as well as in preparation and submission of required course work and dissertation research.
12. The student/candidate maintains a pattern of meeting academic and professional standards in courses, residencies, and research and/or practice settings.

Referral under the Supplemental Standards

When it is determined by School of Advance Studies faculty, staff,

or management that a student/candidate falls short of meeting any of the above Supplemental Standards, they may file a Referral Form with the Associate Dean of Instruction, Dean of Instruction, or designee. Any student/candidate who receives one or more referral(s) shall be counseled, remediated, or withdrawn from their program, as appropriate.

Students/candidates who are separately charged with violating the Student Code of Conduct will be subject to the policies, procedures, and sanctions for 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, actions leading to a referral under the Referral Process may be the basis for a Student Code of Conduct charge.

DISPUTE RESOLUTION POLICY AND PROCEDURES

The following policy and procedures are to be used to resolve disputes by both current and former students of the University. The policy applies to all students who applied to the University for the first time or as a re-entry student with an enrollment agreement executed on or after September 1, 2012. Students who change from one program to another program at a different degree level (for example, a student who changes from an associate-level program to a bachelor-level program) will be considered newly entering students for purposes of this policy. Students are encouraged to bring the concerns outlined below to the attention of the appropriate individual/department, as set forth in Step One below. These individuals/departments will investigate and resolve such concerns accordingly. A covered dispute is subject to the conditions below and may be submitted to the formal Dispute Resolution Procedures set forth in this section if not satisfactorily resolved through the prior intervention of Step One.

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

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

- Level One disputes involve alleged violations of state or federal law, any statutory or common law tort claim or alleged breach of contract claim, claims of discrimination or harassment pursuant to state or federal law, or any other issue of a substantial nature. If not resolved sooner, Level One disputes may be processed through all three steps of the following Dispute Resolution Procedures.
- Unless such issue involves a violation of law, issues of a lesser nature — for example, Student Code of Conduct violations, general student grievances, academic issues and grade disputes, etc. — are considered Level Two disputes and, if not resolved sooner, may be processed only through Step One of the following Dispute Resolution Procedures.

Step One: Internal Resolution

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

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

Step Two: Mediation

If a Level One dispute is not resolved as a result of Step One, then prior to proceeding to Arbitration, all parties are encouraged to participate in a formal mediation session facilitated by a professional, neutral mediator. Mediation is not mandatory but is strongly encouraged as an effective way to resolve disputes. Mediation is not a mandatory prerequisite to arbitration.

The physical location for the mediation shall be mutually selected by the parties. If the parties elect mediation, the student is required to pay the sum of \$100 toward the mediation costs, which amount shall be paid directly to the mediator. Any other costs associated with the mediation shall be paid by the University. Both the student and the University shall submit in writing to the other the name(s) of one or more professional, neutral mediators as a potential mediator in the matter. The parties will exercise their best efforts to agree on the selection of a mediator. If the parties cannot agree on the selection of a mediator, then the parties can submit the matter to the American Arbitration Association for the purpose of having a neutral mediator appointed.

The mediator shall schedule the mediation as expeditiously as pos-

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

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

5. In arbitration, the parties will have the right to conduct adequate civil discovery, bring dispositive motions, present witnesses and evidence as needed to present their cases and defenses, and any disputes in this regard shall be resolved by the arbitrator.
6. **CLASS ACTION WAIVER:** There will be no right or authority for any dispute to be brought, heard or arbitrated as a class, collective or representative action or as a class member in any purported class, collective action or representative proceeding (Class Action Waiver). Notwithstanding any other clause contained in this Arbitration Agreement, the preceding sentence shall not be severable from this Agreement in any case in which the dispute to be arbitrated is brought as a class, collective or representative action. Notwithstanding any other clause contained in this Arbitration Agreement, any claim that all or part of the Class Action Waiver is unenforceable, unconscionable, void or voidable may be determined only by a court of competent jurisdiction and not by an arbitrator.
7. Each party will pay the fees for his, her or its own attorneys, subject to any remedies to which that party may later be entitled under applicable law. The University shall initially bear the administrative costs associated with the conduct of the Arbitration, subject to: (1) a one-time payment by the student toward these costs equal to the filing fee then required by the court of general jurisdiction in the state where the student in question attended the University; and (2) any subsequent award by the Arbitrator in accordance with applicable law.
8. The Federal Rules of Evidence shall apply. The arbitrator shall have jurisdiction to hear and rule on prehearing disputes and is authorized to hold pre-hearing conferences by telephone or in person, as the arbitrator deems necessary. The arbitrator shall have the authority to entertain a motion to dismiss and/ or a motion for summary judgment by any party and shall apply the standards governing such motions under the Federal Rules of Civil Procedure and applicable federal common law.
9. Within 30 days of the close of the arbitration hearing, any party will have the right to prepare, serve on the other party and file with the arbitrator a brief. The arbitrator may award any party any remedy to which that party is entitled under applicable law, but such remedies shall be limited to those that would be available to a party in his or her individual capacity in a court of law for the claims presented to and decided by the arbitrator, and no remedies that otherwise would be available to an individual in a court of law will be forfeited by virtue of this Arbitration Agreement. The arbitrator will issue a decision or award in writing, stating the essential findings of fact and conclusions of law. Except as may be permitted or required by law, as determined by the arbitrator, neither a party nor an arbitrator may disclose the existence, content or results of any arbitration hereunder without the prior written consent of all parties. A court of competent jurisdiction shall have the authority to enter a judgment upon the award made pursuant

to the arbitration.

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

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

Complaints to the Texas Education Agency

If the stakeholder is not satisfied with the complaint process or outcome, the stakeholder may file a complaint against the Program with the Texas Education Agency. The official Texas Education Agency complaint process can be found at http://tea.texas.gov/About_TEA>Contact_Us/Complaints/Complaints/.

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

Students must sign an Enrollment/Disclosure Agreement for the program of study which they intend to pursue. The student's Enrollment/Disclosure Agreement defines the student's curriculum and degree requirements. The executed Enrollment Agreement will be effective for a one year from the date signed.

Students who register in an eligible program may qualify for financial aid in accordance with federal regulations.

Admission Statuses

There are thirteen types of admission statuses at the University of Phoenix representing a student's standing: Registered, Orientation Pending, Admitted with Condition, En-Route Credential, Admitted, Deferred Admission, Graduate Provisional, Registered International Credentials, Non-Degree, Denied for Cause, Denied Admission, Admission Deadline Exceeded, and Re-Entry. Applicants to certain degree programs are permitted to begin their course of study under Registered, Registered with International Credentials and Provisional admissions statuses, but are not considered unconditionally admitted until the Office of Admissions and Evaluation grants a status of Admitted and all transfer credits are reviewed for applicability to the degree program.

Official decisions regarding admission and academic statuses may be delivered to students via the student website or US Mail.

Registered (RR) Status

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

Orientation Pending (OP) Status

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

plete the University Orientation prior to gaining unconditional admission status.

Admitted with Condition (AC) Status

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

En-route Credential (EC) Status

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

Admitted (AM) Status

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

Deferred Admission (DF) Status

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

Graduate Provisional (PV) Status

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

Registered International Credentials (RI) Status

Students using copies of international academic credentials qualify for registered with international credentials status upon comple-

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

Non-Degree (ND) Status

Individuals interested in taking coursework at the University, but not interested in pursuing a degree, may register as non-degree students. Non-degree students enrolling in single courses within a degree or certificate program must meet the admissions requirements for the respective college or school. An approved list of courses is available on www.phoenix.edu under Individual Courses.

Students may also register for single courses for credit that are not currently part of a degree program or for non-credit bearing courses resulting in Continuing Education Units (CEU), Professional Development Units (PDU), or Contact Hours. Non-degree status may be granted upon completion of the application. Placement on this status for a student is determined by the campus in which the student seeks to complete non-degree coursework.

Denied for Cause (DC) Status

Applicants for admission who have violated a University policy or procedure or committed some other act which, if he or she were already a student, would pose a risk to the University or 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.

Denied Admission (DN) Status

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

Admission Deadline Exceeded (DE) Status

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

Re-entry Required (RE) Status

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

Student Academic Standing

The University recognizes the following Student Academic statuses for degree and certificate seeking students:

Regular (RG)

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

Disqualified for Admission (DA)

Disqualified for Admission results when provisionally-admitted

students fail to achieve the minimum-required grade point average at the conclusion of the provisional period. The date of disqualification is determined by the course end date of the final course completed within the Provisional Admission (PV) period.

Students placed on DA status:

- will be administratively withdrawn from the University and are not eligible to re-enroll until six months from the date of disqualification.
- must be granted approval by the Student Appeals Center to re-enroll at the University and may not appeal to return prior to the end of the six month disqualification period. There will be no exceptions.
- may not transfer to another program or major until they have fulfilled the six month disqualification period and have received approval through a student appeal.
- must meet all conditions of the appeal decision and may be required to retake or replace the course(s) with the lowest grade(s) earned.

Academic Disqualification (AD)

Academic Disqualification results when students on Academic Probation (AP) fail to achieve the minimum-required grade point average (GPA) at the conclusion of the probationary period. The date of disqualification is determined by the course end date of the final course completed within the AP sequence. The University will note the date a student is placed on and removed from Academic Disqualification on the permanent transcript.

Students placed on AD status:

- will be administratively withdrawn from the University and are not eligible to re-enroll until six months from the date of disqualification.
- must be granted approval by the Student Appeals Center to re-enroll at the University and may not appeal to return prior to the end of the six month disqualification period. There will be no exceptions.
- may not transfer to another program or major until they have fulfilled the six month disqualification period and have received approval through a student appeal.
- must meet all conditions of the appeal decision and may be required to retake or replace the course(s) with the lowest grade(s) earned.

Scholastic Disqualification (SD)

Scholastic Disqualification results when a student does not meet the minimum grade requirement for a designated course in their program. If the minimum grade is not earned, the course will be treated as a non-passing grade (F) and will be awarded zero (0.00) credit. The course will be counted in the calculation of the GPA based on attempted credits. The University will note the date a student is placed on and removed from Scholastic Disqualification on the permanent transcript.

Students placed on SD status:

- will not be allowed to continue in their program until they have fulfilled the requirements for progression as determined by University policy.
- may not transfer to another program or major without an approved SAC appeal, or until they have fulfilled the requirements for progression.

Scholastic Suspension (SS)

Scholastic Suspension occurs when a student is suspended for a period of time or indefinitely from the University. The student will be administratively withdrawn and the University will note the

dates of suspension on the permanent transcript. Students placed on SS status will not be allowed to continue in their program or transfer to another program or major without an approved appeal. Students who are placed on Scholastic Suspension must use the following respective appeal processes:

- Student Code of Conduct Violation - Appeal to the Student Discipline Review Committee. (SDRC)
- Program Progression Requirements - Appeal to the Student Appeal Center (SAC), except where specifically noted in program policies
- Supplemental Standards Withdrawal from Program - Appeal to the Central Administration Appeals Committee (CAAC)

Expulsion (EX)

Expulsion occurs when a student is administratively withdrawn from the university and not permitted to return under any circumstances. The date of expulsion is noted on the official transcript.

Program Academic Standing

The University recognizes the following Program Academic statuses for degree and certificate seeking students.

Regular (RG)

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

Academic Probation (AP)

Students will be placed on Academic Probation when their program grade point average (GPA) falls below the minimum GPA required in their program. (R1) Students on Academic Probation status are restricted to a period of four consecutive completed program-applicable courses to bring their GPA to the minimum requirement for their degree program. Only courses that start and end after the course that placed the student on AP (Academic Probation) status will apply toward Academic Probation Concurrent enrollment is prohibited in this status.

Course Statuses

Administrative Withdrawal (AW)

Student is removed from a course due to certain academic, admissions, and/or financial statuses.

Audit (AU)

Student has received appropriate approvals to observe the course and will not receive a letter grade.

Completed (CO)

Student has attended enough workshops to meet minimum attendance requirements and to receive a letter grade.

Dropped (DR)

Student was in a SC or EN course status and requested to be removed from the course. The student has not met the minimum attendance requirements in the course.

Enrolled (EN)

Student has satisfied at least one week of positive class attendance and continues to actively meet class attendance requirements.

Obsolete (OB)

Student has been scheduled for a course that has been retired and that will no longer be offered by the University.

Scheduled (SC)

Student is registered for a course and no class attendance has been posted.

Insufficient Attendance (TA)

Student has been automatically removed from the course due to not meeting minimum class attendance requirements.

Withdrawn for Admissions (WI)

Student not matriculated or student has been removed from admissions (AM) status after completing five courses.

Waived with Credit (WO)

Student has processed a waiver request through the Office of Admissions & Records.

Withdrawn for Prerequisite (WP)

Student has failed to meet the course and/or program prerequisite requirement.

Exemption (WV)

Course waived without credit.

Candidacy Statuses

Level 1 Candidate Status

Level 1 Candidate status is determined at the time of admission and is based on the admissions requirements for the desired program. Not all programs have a candidate status requirement.

- 1S: Level 1 Candidate Status Satisfied: Student has met the admissions requirements and has been admitted.
- 1N: Level 1 Candidate Status has not been satisfied: Student has not met the admissions requirements, has been denied admission, and therefore does not meet the requirements to achieve Level 1 Candidate Status. Students in a 1N Candidate Status should not attend class.

Level 2 Candidate Status

Level 2 Candidate status is a review of additional requirements needed for the student to progress in their program past a certain point, as designated in program policy.

- 2S: Level 2 Candidate Status Satisfied: Student has met the additional requirements by the specified deadline indicated in the program requirements.
- 2N: Level 2 Candidate Status Not Satisfied: Student has not met the additional requirements by the specified deadline indicated in the program requirements. A candidate status of 2N restricts the student from attending any future courses until the requirements are met and the student will be administratively withdrawn from the university.

Enrollment Status

The University recognizes the following enrollment statuses:

Program Level Enrollment Status

Enrollment Status	Code	Definition
Active Full-Time	F	The student's required academic workload for his/her program is at least 6 credits for an academic year, the student is actively attending class and the student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.
Active Less Than Half Time	L	The student's required academic workload for his/her program amounts to less than the 6 credits for an academic year, as determined by the institution. In addition, the student is actively attending class and student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.
Leave of Absence	A	The student is on an approved Leave of Absence (LOA).
Withdrawn	W	The student has been withdrawn from the University. Withdrawal can be unofficial, official or administrative.
Academic Complete	C	Academic program requirements have been satisfied, as identified by the academic complete date field in the academic system of record; however, the student's program has not been officially audited nor has the University's Registrar's office officially conferred the degree.
Graduated	G	The student has completed all program requirements and degree is conferred.

Enrollment Status	Code	Definition
Deceased	D	The student is deceased.
Not Started	X	The applicant has not yet attended a course in his/her program.

Student Level Enrollment Status (Overall Enrollment Status)

The program level enrollment status determines a student's overall enrollment status with the University. If there are multiple programs on record, the overall enrollment status will reflect the enrollment status of the program with the highest priority based on the hierarchy below.

1. Deceased
2. Approved Leave of Absence
3. Full Time
4. Less Than Half Time
5. Withdrawn
6. Graduated
7. Academic Complete
8. Not Started

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.

On-Camera Conduct Policy

Students, faculty and staff of University of Phoenix may have reason to utilize electronic camera communication. Any person engaging in a University of Phoenix related activity who activates a camera presence, whether intentionally or unintentionally, must comply with the following guidelines. Failure to comply with these guidelines may result in a Student Code of Conduct violation.

- All persons appearing on camera must be dressed appropriately, as if present in a physical classroom or office setting. Examples of prohibited conduct include but are not limited to appearing on camera without appropriate covering, having exposed undergarments, and wearing clothing which is sexual, discriminatory, or otherwise unprofessional in nature.
- The area visible by the other party must be free from all items which may detract from or be disruptive to the educational environment. Examples of prohibited items include but are not limited to firearms, drugs (legal or illegal), drug paraphernalia (legal or illegal), tobacco products, and material which is sexual, political, discriminatory, or otherwise unprofessional in nature.
- The area in use by all parties must be free from general distractions. Examples include, but are not limited, to children, animals, electronics, appliances, and other adults.
- Parties appearing on camera are to conduct themselves at all times in a professional manner. Either party to on-camera communication may end their video presence at will.

General Grievances

The University has established specific processes for students who wish to submit a grievance or appeal. These processes are outlined

within the respective policies.

Grievances relating to financial aid, account balances, or collections must be reviewed by campus management before being submitted to the Office of Dispute Management (ODM). When such a grievance is received in the ODM, the student will be provided with guidance on filing a formal grievance via this office.

Student grievances and appeals not addressed in policy can be submitted in writing to the ODM, which will determine the appropriate course of action.

Academically-Related Appeals - Student Appeals Center (SAC)

Requests for exceptions to academic policy must be submitted via appeal to the Student Appeals Center (SAC). SAC decision-makers 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 his/her campus representative with an appeal letter and all relevant documents and statements of support for the request. SAC Decisions are ineligible for appeal through any other entity within the University.

Grading Procedures

Course grades can be viewed on the student website (<https://ecampus.phoenix.edu>) on the Schedule and Grades page. In addition, students may view their grades on the official and unofficial transcript available on the home page by selecting Order Transcripts under the Quick Links listing. Faculty members are required to post final grades within seven days of completion of the course.

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

Grade Definitions

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C-	= 1.67
A-	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D-	= .67
B-	= 2.67	F	= .00
C+	= 2.33		
C	= 2.00		

The following grades are not issued quality points and do not calculate into the GPA:

I = Incomplete

IP = In Progress

IX = In Progress extension

W = Withdrawal

W/F = Withdrawal failing

P = Passing

AU = Audit

QC = No grade awarded

NC = No credit

WC = Waived with credit

The minimum passing grade for a University course is D-; 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 levels 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.

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. The IP grade allows the student additional time to complete requirements. IP grades will default to a QC or an 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.

IX = IN PROGRESS EXTENSION An IX grade may be awarded in the following instances:

- This grade is only awarded to eligible students who are approved for reasonable accommodations under American Disabilities Act (ADA).
- A new IX course completion date must be determined by the Disability Services Advisor.
- Students who are approved for 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.

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.
- This grade allows students to repeat a course without penalizing their GPA in eligible courses.

AU = AUDIT Students will receive a designation of "AU" on their permanent record which will not carry any academic credit because there is no measurement of the student's performance.

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 week and did not meet the class attendance requirements due to exceeding the maximum allowable absences.
- The student recorded positive class attendance in at least one week 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 week of a course and reached 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.

Program and Cumulative Grade Point Average

Program GPA is calculated using all University of Phoenix (UOPX) courses applicable to the student's degree program.

UOPX cumulative GPA is a calculation of all completed UOPX courses.

The following quality points are associated with the respective grades below:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C-	= 1.67

Grade	Quality Points	Grade	Quality Points
A-	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D-	= .67
B-	= 2.67	F	= .00
C+	= 2.33		
C	= 2.00		

Program applicable coursework that may not apply towards the program in terms of credit, but is needed to fulfill a proficiency, prerequisite, or other degree requirement will be included in the Program GPA.

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>. The student's official transcript is prepared by the Registrar's Office. The official transcript will show the current enrollment status, all program(s) and GPAs as well as courses, grades, credits, and dates of instruction for all graded for-credit courses taken at University of Phoenix. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid.

Only a summary of credits transferred by institutions will be included on the transcript. If itemized information for these credits are needed, the student must contact the school where the credits were completed.

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.

Students may request official transcripts from the student website (<https://ecampus.phoenix.edu>) on the home page by selecting Order Transcripts under the Quick Links listing and by following the directions for requesting a transcript. Students may also request transcripts by phone, fax or mail by contacting the Office of Admissions and Records Service Center at 800-866-3919. Transcript Request Forms are also available at any University of Phoenix campus. Completed forms should be mailed to the Office of the Registrar, University of Phoenix, 4025 S Riverpoint Parkway CF-A206, Phoenix, AZ 85040. The Family Education Rights and Privacy Act of 1974 requires that all mail-in transcript requests be submitted in writing and be signed by the student.

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

The University has established a dispute process for students who believe a grade has been awarded incorrectly. Requests or disputes related to grades must be resolved by the faculty member, whose decision is final, unless the dispute alleges discrimination or harassment.

- Disputes challenging the accuracy of a grade must be submitted by the student to the faculty member, with a copy to the campus Director of Academic Affairs, or designee, within six weeks from the grade posting date. Grade disputes based on work submitted, class participation, or claiming a calculation error are to be resolved solely by the faculty member, whose decision is final.
- Disputes challenging a grade which also allege discrimination or harassment by the faculty member are addressed according to the Non-Discrimination and Harassment policies.

Student grades represent the work and knowledge level attained within the regularly scheduled course dates. Students are not allowed to submit extra work to raise their grade after the course has ended because this grade would no longer reflect the level of competency achieved upon completion of the course.

Student grades may not be changed by the faculty member after the grades have been submitted unless the student initiates the formal grade dispute process or if the faculty member determines the original grade was improperly calculated.

Disputes challenging a grade that also allege violation of an established University policy (other than discrimination or harassment) are addressed by the Director of Academic Affairs, or designee, who may mediate a resolution between the student and faculty member. However, the decision regarding whether to change the grade rests solely with the faculty member.

Decisions for grade disputes must be rendered prior to the student being degree conferred.

Program Changes

Students wishing to change their program/version must enter into the most current program or version offered in their state or jurisdiction. Students must do this through consultation with appropriate campus personnel as some other institutional requirements or restrictions may apply. Students changing into a new program must have documentation on file that meets all admission requirements for the new program being entered. Students who are changing programs to a new program that has employment/work experience/access to work environment requirements must submit a Program Change Addendum. Previously transferred or completed University of Phoenix coursework may not apply to the new program requirements due to differences in degree and content requirements for the new program being entered.

Diploma Application and Degree Conferral

University diplomas and certificates are issued to students who have completed all program requirements, are in good academic and financial standing, and whose credential has been officially conferred.

Upon completion of all program requirements, students must submit a diploma application (for a degree program) or certificate application (for a certificate program) in order to be considered for credential conferral.

Following credential conferral, the University will issue one complimentary diploma or certificate.

The date documented on the diploma will reflect the last day of the month in which all program requirements were completed and applied.

The date documented on the certificate will reflect the date on which all program requirements were completed and applied.

Braille Embossed Diplomas

Students may submit a request for a braille embossed diploma to the Disability Services Department. Requests for braille embossed diplomas should be submitted to Robert Becker, Disability Services Manager/Accessibility & Usability at Robert.Becker@phoenix.edu. Approved requests will be routed to the Registrar's Office for fulfillment. Students must provide appropriate documentation and be officially degree conferred.

Posthumous Degrees

The University may present posthumous degrees for deceased students who were enrolled and posted positive attendance, and were in good academic standing in a University program at the time of their death.

Posthumous degrees may be presented to immediate family members who submit a notarized Affidavit of Family Member of Deceased Student or to the executor of the estate with official written authorization.

Degree Posting

Degrees are conferred and 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 program 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 last day of the month in which all degree requirements were completed for all students who have completed the degree requirements and who have paid all tuition and fees.

Students who are not eligible for degree conferral 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". The "Graduated with Honors" designation will appear on the University diploma and permanent transcript.

Participation in Commencement Ceremony

Commencement ceremonies are held by the majority of campuses. Students who have met all of the requirements and completed a program with University of Phoenix (UOPX) are eligible to participate in commencement.

Students who have not yet completed degree requirements are eligible to participate in commencement ceremonies when they meet the requirements as outlined below.

- Regular (RG) student academic status by the ceremony registration deadline date
- Regular (RG) program academic status by the ceremony registration deadline date
- Satisfaction of all financial obligations to the University

- Completion of degree requirements within the specific credit limits outlined below by the final registration deadline:
 - Associate students- successful completion of all but 6 credits
 - Bachelor's and Master's students- successful completion of all but 9 credits
 - Doctoral students - successful completion of all credit and non-credit bearing degree requirements, including a completed dissertation approved by the Dean, prior to commencement eligibility.
 - Certificate students - successful completion of all but 3 credits

Students who do not meet the eligibility requirements will not be allowed to participate in commencement ceremonies. Campuses are not permitted to grant exceptions to these policies and no appeals will be accepted

Students who attend commencement ceremonies prior to completing their degree requirements are not guaranteed a University Degree. Academic standards must be met in order for a degree to be awarded. Students may fail to meet these standards after attending the commencement ceremonies.

Any student who meets the eligibility requirements may participate in a commencement ceremony at any UOPX campus location. Registration information and a complete listing of scheduled commencement ceremonies may be accessed via the student website. 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.

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

Program Completion Deadlines

The following program completion deadlines outline the maximum timeframes allotted to students who have remained in continuous attendance according to the University's re-entry policy to complete all requirements for their selected program version

Program	Years for Completion
Certificate	within 5 years
Associate of Arts	within 5 years
Associate of Arts (Credit Recognition)	within 2 years
Bachelors	within 8 years
Masters	within 5 years
Doctoral except for PHD/IO & EdS	within 8 years
PHD/IO	within 9 years
EdS	within 3 years

Program completion deadlines are calculated based on first date of positive recorded class attendance in the student's program version.

Changes to a selected major, concentration, emphasis, or en-route credential in which a student remains in the same program version will not result in a change to the student's program completion deadline.

A student who changes their program and/or version will have a new program completion deadline calculated based on the first date of positive recorded attendance in the course beginning after the student signature date on the most recent enrollment agreement on file.

- A student who posts positive class attendance in a program version, changes their program and then reverts back to their prior program version will be held to their original program completion deadline for that program version.

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 and in the creation of faculty professional 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-based Assessment

Academic quality is an integral part of the culture of continuous improvement at University of Phoenix. The University's focus on academic quality improvement ensures that the institution is meeting its mission through continuous assessment and evaluation of faculty, curriculum, and processes.

Curriculum Development

University of Phoenix curriculum is designed to integrate adult learning theory, constructivist learning theory, brain-based learning research, and professional practice. Programs of study are defined and guided by professional standards, competencies, and/or proficiencies for student achievement of learning outcomes. Curriculum is designed to facilitate the acquisition of theoretical content and useful knowledge and skills identified as essential to the academic and professional success of working adults. The curriculum is designed to integrate academic theory, skills, dispositions, lifelong learning, and professional practice in a manner applicable to students' work and life experiences.

Assessment of Student Learning

For University of Phoenix, the purpose of outcomes-based assessment of student learning is to generate information to the faculty, program, college and school, and University about the efficacy of its curricula and educational practices in enabling students to achieve exit-level expectations at the course, program, and institutional levels. Assessment answers the question: How well are University of Phoenix students meeting the general education, programmatic, and institutional learning outcomes underscored by the University's mission? Its findings inform opportunities for curricular and pedagogical improvement, decision-making processes for policy consideration and resource allocation, and accountability. The process for outcomes-based assessment of student learning uses the following conceptual framework:

- Assessment Planning
- Collecting Evidence and Analyzing Data
- Implementing Improvement
- Monitoring Effectiveness of Improvements

By utilizing this assessment process, the colleges and schools establish clear, measurable outcomes and ensure that students have sufficient opportunities to achieve outcomes; systematically gather, analyze, and interpret evidence to determine how well student learning matches stated expectations; use assessment findings to improve student learning; and monitor improvements by measuring changes in student learning over time.

Academic assessment provides the means for monitoring the educational experience of our students and gathering evidence of student learning. The University's academic assessment processes include an ongoing combination of direct measures, such as course-embedded assignments, portfolios, and exams, and indirect measures that gather information from students, alumni, and employers. The instruments and measures are designed to provide valid and reliable evidence to support continuous improvement of academic programs.

Assessment of Students' Educational Experiences and Administrative and Educational Support Units

Another major component of ensuring academic quality improvement is the assessment of students' educational experiences and the processes of administrative and educational support units. A cadre of instruments and measures are used to monitor the day-to-day educational systems involving student, faculty, curriculum, and administrative services. By performing interim program review, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from academic quality improvement resources is used for assessing overall quality and compliance.

Multiple Measures of Effectiveness Academic Program Review

Academic Program Review (APR) at University of Phoenix is designed to foster academic excellence at all levels of the University. The APR affords UOPX faculty and college/school leadership the information to support the improvement of student learning; the structure to assess program quality, relevancy, and currency; the opportunity to reflect on the alignment of program goals with institutional mission and strategic initiatives; and the provision of data and evidence to support college/school and institutional planning, budgeting, and decision-making. The APR is a key component of the University's assessment system and reflected within the University Program Life Cycle (UPLC).

Beginning of Program Survey (Registration)

During the registration process, students are asked to provide basic background information about themselves. Much of the information from this Registration Survey is used for analyzing outreach trends and for regulatory reporting. However, the Registration Survey also contributes to assessment in two important ways. First, it is used to obtain basic demographic information about students: age, gender, race/ethnicity, work experience, occupation, and income. Second, students are asked to provide information about their goals in attending the University: to identify major academic and professional objectives, to rate the importance of factors influencing their decision to choose the University of Phoenix over alternative institutions, and to indicate what instructional methods are most effective in helping them assimilate and retain knowledge. The Registration Survey is also used to discover how students learned about the University, how they are financing their education, where they live and work in relation to University facilities, and whether they are satisfied with the recruitment and regis-

tration processes.

Student End-of-Course Survey (SEOCS)

Students in all courses complete an End-of-Course Survey, which focuses on students' evaluation of the curriculum, educational effectiveness, learning teams, time allocation, University Library, administrative and support services, facilities and equipment, and faculty skills and abilities. These measures are of significant value in diagnosing how well each component of the University's teaching/learning model is functioning in meeting student needs.

Faculty End-of-Course Survey (FEOCS)

Faculty complete an End-of-Course Survey, which focuses on curriculum evaluation, educational effectiveness, time allocation, administrative and support services, facilities, and access to technology. Because faculty are required to be highly qualified practitioners of the subjects they teach, they serve as an invaluable resource for evaluating programmatic curriculum. Faculty are also the University's best resource for determining whether students are professionally and academically prepared to benefit from their educational experiences.

Faculty Grading Practices

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

End-of-Program Survey

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

Academic Alumni Questionnaire

Graduates are asked to evaluate the effectiveness of their University of Phoenix education after they have had sufficient time to integrate their learning with the demands of their career and personal responsibilities. Using measures driven by the University's mission, the alumni identify factors that influenced their decision to attend the University of Phoenix, the major personal and professional goals they achieved as a result, the quality of their educational experience according to the stated program student learning outcomes, how effective the University's teaching/learning model was in helping them achieve their educational goals, and their employers' opinions of the programs' benefits. Data gleaned from the Questionnaire is used in program evaluation.

Persistence, Retention, and Graduation Studies

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

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.

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. You are automatically a lifetime member, and no fee or registration is required.

To get the most out of your membership, visit the alumni website at alumni.phoenix.edu and update your profile. You may also print your Alumni Membership Card from your profile page to use as proof of graduation for discounts and more. Begin connecting with the association and your fellow graduates, and start exploring the benefits available to you:

Career Resources

- **Phoenix Career Guidance System™** Continue accessing the entire suite of career tools you enjoyed as a student. Use it throughout your career to conduct labor market research, attend workshops and explore job openings. Learn more at alumni.phoenix.edu/career-resources.
- **Phoenix Career Corner™** Get the latest career advice from recognized social experts at alumni.phoenix.edu/career-resources.

Alumni Services

- **Alumni Locator Tool** - Find and connect with other graduates of University of Phoenix who have public profiles, and build a foundation that promotes communication and networking. Visit alumni.phoenix.edu/search-alumni.
- **Alumni Mentor Program** - Join forces: knowledge + experience = power. The program connects University of Phoenix students to UOPX alumni volunteers for one-on-one online mentorships. Alumni mentors share success stories, industry insights and provide motivation and support. You can apply to be a mentor today or request a mentor for yourself. Find out more on the Alumni Association website at alumni.phoenix.edu/mentor.
- **Alumni Business Directory** - Are you an entrepreneur? Promote your business to fellow alumni. Not an entrepreneur? Support the businesses of your fellow alumni. alumni.phoenix.edu/bizdirectory
- **Alumni Chapters** - There are Alumni Chapters in cities across the country. Share experiences, advice and contacts informally by joining a chapter near you. To learn more about specific locations and chapter events, visit alumni.phoenix.edu/chapters.
- **Benefits & Savings** - Save money on brand-name items through University Marketplace, featuring discounts and cash-back offers from hundreds of retailers. Visit uopxalumniimarketplace.com. University of Phoenix also has partnerships with several businesses to bring discounts to UOPX alumni. You can find these special offers on the Benefits and Discounts page of the Alumni Association website.
- **Scholarships** - The Center for Scholarship Excellence and the Alumni Association have scholarships specifically designed for alumni. Take a look at the scholarship opportunities available to help you continue your education. Visit alumni.phoenix.edu/scholarships.
- **Social Media** - When our network grows, so does yours. Connect and stay in touch with fellow graduates near and far through Facebook®, Instagram®, LinkedIn®, Pinterest® and Twitter® online communities.

- **Homecoming** - The Alumni Association hosts Homecoming festivities across the country every year. Visit with old friends and make new connections. Other local networking and career events are held throughout the year. alumni.phoenix.edu/events
- **Phoenix Focus** - Be in the know with Phoenix Focus, your alumni magazine, featuring alumni profiles, career advice and in-depth articles to inspire you. Read the latest edition of Phoenix Focus at alumni.phoenix.edu/pf.
- **Share Your Story** - Tell others how education played a part in your success. Email your story to alumni@phoenix.edu.

Financial Services

- **Student Loan Resources** - Manage your student loan repayment options and make better financial decisions with iGrad, our complimentary financial planning tool. Visit alumni.phoenix.edu/iGrad.

Academic Resources

- **Complimentary online resources** - Keep learning and brush up on skills you use in the workplace with continued 24/7 access to the University Library phoenix.edu/library, the Center for Mathematics Excellence phoenix.edu/mathematics-excellence and the Center for Writing Excellence phoenix.edu/writing-excellence.
- **Transcripts** - Need a copy of your transcript? Visit phoenix.edu/students/transcripts to order one.

Additional Information

Visit us on the Web at alumni.phoenix.edu
800.795.2586

E-mail address: alumni@phoenix.edu
facebook.com/uopxalumni
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pinterest.com/uopx
twitter.com/uopxalumni

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UNDERGRADUATE PROGRAMS

Admission Procedures

Application Process

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

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

Undergraduate students who have served in the United States military must submit their Joint Services Transcript (JST) or a transcript from a regionally accredited military university or college (Community College of the Air Force and US service academies). If these documents are unavailable, American Council on Education Registry Transcripts (AARTS and SMARTS) or discharge papers (DD-214) will be accepted. 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 unless the transferring institution does not accept third party requests. 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 International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States to meet admission require-

ments may enroll in University of Phoenix courses prior to the student being officially admitted only if they meet all the following requirements:

- If residing in the United States, have an appropriate immigrant or nonimmigrant status which does not prohibit educational studies
- 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
- 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.

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.

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.

- Receipt and verification of official academic credentials issued directly to University of Phoenix by the student's previous institution, or
- 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
- 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
- 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.

For applicants with academic records from colleges or universities earned outside of the United States from a regionally accredited or approved nationally accredited institution, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the United States are considered comparable to United States secondary completion credentials and do not need to be validated unless required by the student's state or jurisdiction.

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 will be listed in the admission requirements section for each program.

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.

The University is authorized under Federal law to enroll nonimmigrant students. University of Phoenix only issues Forms I-20/A-B to Border Commuters and approved doctoral learners during their residency in the United States. Form I-20/A-B is required by students who need to obtain F-1 (Student) visas to attend school in the United States. The University is only authorized to issue the I-20 for students attending specific campus locations and programs recorded with DHS.

Admission Deadlines

The University cannot guarantee that a student who begins coursework will be admitted to his/her degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth University course. Students who are unable to be admitted by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix. No appeals will be accepted for students expelled from University of Phoenix. Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained. Students who fail to disclose all prior colleges and universities attended on their Application for Admission may result in a charge under the Student Code of Conduct if it is discovered after their admission to UOPX that they were expelled from an undisclosed institution.

Undergraduate Admission Requirements

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

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

-or-

- achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-

- achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-

- achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

-or-

- successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-

- achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:

- The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
- The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

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

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

- Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- A completed and signed undergraduate application
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
- Students enrolled in programs that are not administered under the risk free period policy*, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).

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

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

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

- Full and part-time students enrolled in a college, university or other institution of higher learning in Massachusetts must participate in a school sponsored health insurance plan, or an alternate plan with comparable coverage. All full and part-time students attending a Massachusetts local campus must complete the Student Health Insurance Plan Enrollment/Acknowledgement form indicating either that they have either enrolled in the University's sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not complete the Enrollment/Acknowledgement form each calendar year may not enroll in 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.

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

Residency Requirements and Course Waivers for Bachelor Programs

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

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits (as a part of the final 60 credits of the program) come from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

- Providing that University residency policy is met, through an approved articulation agreement or Educational Partnership Pathway (EPP) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

Residency Requirements and Course Waivers for Associate Programs

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

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits (as a part of the final 30 credits of the program) from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

University Orientation Workshops

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

The following define the University Orientation Workshop statuses:

- **Orientation Complete (OC):** Applicant has attended all three weeks and successfully submitted all assignments.
- **Orientation Not Complete (ON):** Applicant has not successfully completed all Orientation requirements and will remain on Orientation Pending (OP) admission status. Applicants will be allowed two attempts to successfully complete the Orientation. After a second unsuccessful attempt, participants are required to sit out for a period of six months after the last posted attendance in the second attempt.
- **Orientation Extended (OX):** An extension has been awarded to eligible applicants who require reasonable accommodations under Americans with Disabilities Act (ADA). If an applicant does not fulfill the Orientation Workshop requirements at the end of the extension period, the OX status will default to Orientation Not Complete (ON) status.

Orientation Complete (OC) and Orientation Not Complete (ON) completion statuses are not considered grades and will not be calculated in the grade point average (GPA).

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

Risk Free Period Policy

Students enrolled in programs that are eligible for the risk free period policy* are not required to complete a University Orientation Workshop.

The first three weeks of the first course constitute the trial period for programs that are eligible for the risk free period policy. First time attendees who indicate less than 24 previous college credits (as recognized by the University) on the admission application, who have not previously been admitted as a regular student to the University, and who are intending to pursue such programs will participate in the trial period and will be conditionally admitted. This trial period will apply to all repeated attempts to complete the first course in the program while students are in Admitted with Condition status. Students will be eligible for unconditional admission to the University after meeting class attendance requirements in the fourth week of their first course (or after the fourth week) and after having transfer credits evaluated.

Students will not be eligible for Title IV, HEA funds until they are admitted as a regular student after the trial period has completed. Once admitted as a regular student, students become eligible for Title IV, HEA program funds back to the beginning of the payment or loan period, as applicable, including the trial period. Students who decide not to continue in the trial period may opt out with no

financial obligation prior to meeting class attendance requirements for their fourth week in their first course with the University. Students who withdraw after the trial period and do not continue enrollment will not be eligible for Title IV, HEA program funds for the trial period.

Students will indicate their intent to continue with their program by meeting class attendance requirements in the fourth week of their first course (or after the fourth week) at which point the trial period will end. Students completing the trial period that meet class attendance requirements for their fourth week or after will be financially responsible for all associated course charges. Students that record positive class attendance in at least one class that do not meet the class attendance requirements for the course due to exceeding maximum allowable absences will receive a "W" grade for the course which will be documented on the University of Phoenix transcript.

*Programs that are eligible for the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.

Academic Progression Requirements

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

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

First-Year Sequence

- Applicants disclosing 24 or more previous college credits on the admissions application, enrolling in designated undergraduate programs must successfully complete the entry 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.
- Applicants disclosing fewer than 24 previous college credits on the admissions application, enrolling in designated undergraduate programs, are required to complete the First-year Sequence.
 - Prior Learning Assessment and credits earned through National Testing Programs are not included as previous college credits when determining placement in the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) required courses from the First-Year Sequence prior to enrolling in any other program applicable course.

Some courses require prerequisites. Prerequisites and course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Preferred Sequence

GEN 195	3 credits
Foundations of University Studies	
COM 170 ~	3 credits
Elements of University Composition and Communication I	
COM 172 ~	3 credits
Elements of University Composition and Communication II	

HUM 114 ~.....	3 credits
Critical Thinking and Creative Problem Solving	
PSY 211 ~.....	3 credits
Essentials of Psychology	
SCI 163 ~.....	3 credits
Elements of Health and Wellness	
FP 120 ~.....	3 credits
Essentials of Personal Finance	

- SOC 110 is an optional course that may be taken prior to the completion of the First-Year Sequence. Students choosing to take SOC 110 may take the course any time after GEN 195.
- With the exception of GEN 195, FP 120, and HUM 114, First-Year Sequence course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited transfer coursework (C- or higher grade),
 - National Testing Programs
 - ACE evaluated Military credits.
- Transfer activity used to satisfy a First-Year Sequence course must be comparable in content to the University of Phoenix course it is replacing, must be at least 2.67 credits, and must be equivalent level or higher.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

Course Descriptions for First-Year Sequence

GEN 195	3 credits
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Foundations of University Studies

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

COM 170	3 credits
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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
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Elements of University Composition and Communication II

This course builds upon the foundations established in Com155. It addresses the various rhetorical modes necessary for effective college essays: narration, illustration, description, process analysis, classification, definition, comparison and contrast, cause and effect, and argumentation. In addition, requirements for research essays, including the use of outside sources and appropriate formatting, are considered.

HUM 114	3 credits
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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
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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.

SCI 163	3 credits
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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
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Essentials of Personal Finance

This course provides an overview of the elements necessary for effective personal financial planning and the opportunity to apply the techniques and strategies essential to this understanding. Primary areas of study include creating and managing a personal budget, understanding and paying taxes, working with financial institutions, wise use of credit cards and consumer loans, financing automobiles and homes, and the use of insurance for protecting one's family and property.

SOC 110	3 credits
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Teamwork, Collaboration, and Conflict Resolution

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

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 for their program after the applicable required course of study. Students requesting course waivers must have formal written requests submitted to the central Office of Admissions & Evaluation, utilizing the Request for Course Waiver Form citing the courses requested to be waived, the courses to be transferred into the required course of study, and the university where the transfer 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.

General Education

In its commitment to help working adults achieve their profes-

sional 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 Humanities 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 communication, 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 taken to satisfy graduation requirements, the courses 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.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, students should be able to demonstrate the following learning outcomes by the time they complete this program.

- Students will apply scientific reasoning and knowledge, and use basic research methods in science to explain key concepts in the physical and life sciences.
- Students will develop the necessary writing skills to share knowledge, present analysis and engage effectively in daily workplace communication.
- Students will employ appropriate technology to collect, analyze, synthesize and disseminate information.
- Students will use mathematical principles to interpret and represent information in various mathematical forms, and perform computation and quantitative analyses to solve problems and draw appropriate conclusions.
- Students will incorporate essential knowledge, theories and research methods in social sciences, history and behavioral sciences to analyze and propose solutions for social, political and economic problems.
- Students will use information literacy principles to locate and evaluate information for relevancy, reliability and currency.
- Students will evaluate the role of diversity, including culture, class, ethnicity and gender identity, in human affairs.

- Students will analyze works of art and literature as aesthetic and cultural expressions of specific historical and social contexts to demonstrate artistic involvement in society.

Liberal Arts Components

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

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

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

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

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

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

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

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

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

development of cultural thought processes may also satisfy humanities requirements.

Fine Arts, credits requirements vary by program

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

Science/Technology, credit requirements vary by program

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

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

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 a 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.

General Education at the University Level

In addition to the General Education requirements, each degree program at the University of Phoenix' includes courses (elective and core-required) 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 Eligibility Guidelines

University of Phoenix offers Prior Learning Assessment (PLA) as

an option by which students can earn assessed credits toward degree completion requirements.

All prior learning must have academic equivalence to college-level learning to be awarded credit.

- All coursework, professional training, and Experiential Learning must be of sufficient academic merit, and must be determined to have learning, rigor and breadth of knowledge at the post-secondary level as defined by the University's acceptable transfer activity policy.
- Credit is granted for demonstrated knowledge, not for experience alone. Learning must be clearly differentiated from experience through the appropriate demonstration of knowledge application and supporting documentation.

Students are required to submit official and verifiable supporting documentation for all courses, professional training, and experiential learning essays upon applying to PLA. This documentation includes, but is not limited to, proof of completion, proof of course length, proof of course modality, course descriptions, and verification letters. Documentation of professional training submitted for evaluation must match the timeframe in which the license was completed.

The student must demonstrate college-level writing skills in Experiential Learning Essays conforming to the writing standards required of all students enrolled at University of Phoenix.

Credits will be awarded for coursework, professional training, and experiential learning only when it does not duplicate credits previously applied as transfer activity, the UOPX required course of study, or topics from other submissions for credit.

The University of Phoenix recognizes credit recommendations of the American Council on Education ACE/CREDIT Guide, the American Council Guide to Educational Credit by Examination, and the National College Credit Recommendation Service (NCCRS). Credit is awarded using the recommendations as a guide and is not required to be assessed internally by the University's PLA department.

Courses which have been transcribed for academic college-level credit by a regionally accredited institution are not eligible for evaluation through the assessment process, whether or not credit has been awarded, unless they are Continuing Education Units (CEU), professional training courses, extension courses, or courses that are generally considered less than degree applicable college-level credit.

PLA may apply towards both the lower division and upper division credit requirements of the University's undergraduate degree programs unless otherwise specified in policy or limited by the state or jurisdiction of a student's residence. PLA may also apply towards graduate level requirements upon the assessment and review of the activity by the appropriate college or school in which the associated graduate level program or courses reside.

Students may not rewrite an Experiential Learning Essay more than once.

Students may submit a completed Experiential Learning Essay up to 90 days after an essay topic has been removed or modified from the Approved Essay Topic List.

University of Phoenix Code of Academic Integrity Policy is applicable to all PLA submissions.

Prior Learning Assessment Credit Assessment

Credit is awarded based on clock hours or academic content equivalence as determined by PLA evaluators or one of the University's Colleges, Schools, or the Provost's Office.

If an item submitted for professional training review is determined by the evaluator to be so extensive that it is worth more than three credits, the evaluator may recommend division of the content into multiple course titles.

Experiential Learning Essays shall be awarded one, two, or three lower division or upper division undergraduate semester credits as indicated on the Approved Essay Topics List.

With an approved essay, the student will be awarded the credit as indicated in the essay submission documentation. Incomplete or unsatisfactory essays will not be awarded credit. No partial credit will be awarded for essays.

Experiential Learning Essays will be awarded credit limited in application to elective and/or general education options at the undergraduate level only.

Assessed credits will appear on the student's University of Phoenix transcript after they are awarded.

Students have the right to challenge credit awards. Challenges must be submitted to PLA in writing by the student within six weeks of the date of the credit award letter. Challenges received after this date will not be considered.

A student enrolled in an associate degree program may earn a maximum of 15 credits for Experiential Learning Essays and a student enrolled in a baccalaureate program may earn a maximum of 30 credits for Experiential Learning Essays.

Corporate Partnerships- Credit Recommendation Guide

The University will endeavor to create Corporate Partnerships with other corporations as appropriate in order to enhance transfer credit options for students coming to University of Phoenix. Transfer credit recommendations will be created in the format of a Credit Recommendation Guide (CRG).

CRGs will define transferability, applicability, and individual credit recommendations of partner corporations' professional training/seminars, deemed by assessment as comparable to college level learning, to University undergraduate degree program credit requirements. Credits indicated on a CRG are only a recommendation and not a guarantee of credits to be awarded as professional training programs and content may change over time.

Evaluation and determination of credit award for activities listed on the CRG will follow the Credit Assessment Guidelines as indicated in Prior Learning Assessment Credit Assessment. A list of corporations with which University of Phoenix has established corporate partnerships can be viewed at http://www.phoenix.edu/admissions/transfer_information/transfer_credit/corporate_articulation.html

Prior Learning Assessment Submission and Posting & Fees

Charges arising out of services and the posting of credit awarded for prior learning are separate and apart from tuition and curriculum fees.

When materials are complete, they are sent to Prior Learning Assessment in Phoenix and a non-refundable application fee is required and collected. The evaluation and posting fees apply to credit awarded through Prior Learning Assessment:

Student portfolios are subject to fees related to evaluation and assessment of all portfolio inclusions. The fees may vary depending upon number of items reviewed. Fee structure and information may be viewed at: http://www.phoenix.edu/admissions/prior_learning_assessment_center/prior_learning_assessment_center.aspx.

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.

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COLLEGE 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/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 representative 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.*

General Information for the AA/PF

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

- Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.
- The AA/PF is not eligible for financial aid and thus students may not dual enroll in the AA/PF and a bachelor or Online Associates degree program and receive financial aid funding for the AA/PF courses that apply toward the bachelor or Online Associates degree program.

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

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 ENG 220, 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: three (3) credits in the physical or biological sciences

Humanities, 6 credits

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 9 credits

A Track must include GEN 201

B Track must include GEN 127

Professional Focus/Interdisciplinary, 15 credits

Typically the 15 credit Professional Focus requirement will be fulfilled through selected transfer credits, including American Council on Education (ACE) recognized credit earned from military specialty training, technical schools, MOS's, Navy ratings, NEC's, and law

enforcement training.

Elective, 6 credits

- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- A minimum grade point average (GPA) of 2.0.
- Students must complete the AA/PF degree within 5 years.
- The 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

Academic Progression Requirements for the AA/PF

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
 - Transfer to University of Phoenix with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
 - Transfer a Critical Thinking course of 2.67 credits or higher with a C- grade.
 - Previous completion of an Associate of Arts or higher degree from University of Phoenix.
 - Previous completion of a Critical Thinking course with University of Phoenix.
- Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.

- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:

- University of Phoenix coursework,
- Regionally or nationally accredited coursework (C- or higher grade),
- University of Phoenix Prior Learning Assessment
- National Testing Programs, and
- ACE evaluated Military credits.

- Satisfy University Proficiency Requirements

- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.

Students have the following options to fulfill proficiency:

- Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
- Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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 transfer activity. 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 declare or amend their Professional Focus by submitting a signed Professional Focus Declaration request prior to graduation.

Residency Requirements and Course Waivers for the AA/PF

Students must meet the established University residency requirement for degree conferral. The University requires that 15 credits (as a part of the final 30 credits of the program) must be completed at University of Phoenix.

Re-entry for the AA/PF

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the stan-

dard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative 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, mass communication, culture, and communication technology. Specific areas of focus include business communication, diversity, intercultural communication, conflict resolution, legal and ethical issues, media, and future trends in communication 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-com>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Humanities and Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply the theoretical concepts and techniques of communication in their professional and personal environments.
- Students will apply interaction strategies in interpersonal, intercultural and organizational settings using multiple media.
- Students will evaluate communication effectiveness in the workplace.
- Students will analyze the historical foundations of communication in order to forecast trends in contemporary society.

- Students will apply ethical principles to all communication channels and strategies.
- Students will recognize the legal implications of the use of all types of communication.
- Students will apply research methods in the field of communication.

Program Category Requirements and Course Selections for the BS/COM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundations of Human Communication, 3 total credits

BSCOM 100 ~ 3 credits
Introduction to Communication

Interpersonal, 3 total credits

BSCOM 234 ~ 3 credits
Foundations of Interpersonal Communication

Mass Communication, 6 total credits

BSCOM 268 ~ 3 credits
Foundations of Mass Communication
BSCOM 410 ~ 3 credits
Media and Society

Communication Research, 3 total credits

BSCOM 324 ~ 3 credits
Communication Research

Communication Theory, 3 total credits

BSCOM 336 ~ 3 credits
Communication Theories and Practice

Group Communication, 3 total credits

BSCOM 348 ~ 3 credits
Small Group and Team Communication

Organizational, 3 total credits

BSCOM 360 ~ 3 credits
Organizational Communication

Intercultural, 3 total credits

BSCOM 390 ~ 3 credits
Intercultural Communication

Communication Law, 3 total credits

BSCOM 415 ~ 3 credits
Communication Law

Communication Ethics, 3 total credits

BSCOM 460 ~ 3 credits
Ethics and Communication

Mediation/Conflict Resolution, 3 total credits

BSCOM 465 ~ 3 credits
Communication in Mediation and Conflict Resolution

Communication Capstone, 3 total credits

BSCOM 485 ~ 3 credits
Capstone in Communication

Upper Division Communication Electives, 18 total credits

General Information for the BS/COM

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

En-Route Credentials for the BS/COM

- 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 or upper division certificate. Listed below are all of the possible en-route credentials:
 - Cultural Studies and Communication Certificate
 - Leadership Communication in Organizations Certificate
 - Communication and Technology Certificate
 - Journalism Certificate
 - Marketing and Sales Certificate
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
 - Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BS/COM

All applicants are expected to meet the following admissions requirements:

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

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

Degree Requirements for the BS/COM

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Required Course of Study - 39 credits
 - Upper Division Communication Electives - 18 credits
 - Electives - 18 credits
- A minimum of 48 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Communication

General Education Requirements for the BS/COM

A minimum of 45 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: ENG 147

Mathematics, 6 credits

Must include MTH 209 or higher

Science and Technology, 6 credits

Must include at least 3 credits in the physical or biological sciences

Humanities, 6 credits

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must 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 Minnesota Students

A minimum of 45 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: ENG 147

Mathematics, 6 credits

Must include MTH 209, equivalent, or higher

Natural Science, 6 credits

Humanities, 6 credits

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201**B Track must include: GEN 127**

Interdisciplinary Component, 9 credits

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.

General Education Requirements for the BS/COM for Minnesota Students obtaining an Associates En-Route Credential

A minimum of 45 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: ENG 147**

Mathematics, 6 credits

Must include MTH 209, equivalent, or higher

Natural Science, 9 credits

Humanities, 9 credits

Must include: HUM 115

Social Science, 9 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201**B Track must include: GEN 127**

Students are required to complete at least 1 credit in either Communication Arts, Social Science, Natural Science, Humanities, or Mathematics.

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

Academic Progression Requirements for the BS/COM

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
 - Transfer to University of Phoenix with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
 - Transfer a Critical Thinking course of 2.67 credits or higher with a C- grade.
- Previous completion of an Associate of Arts or higher degree from University of Phoenix.
- Previous completion of a Critical Thinking course with University of Phoenix
- Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
 - Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
 - Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.

- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Additional Residency Requirements and Course Waivers for the BS/COM

- Students in this program may waive a maximum of 12 credits from their required course of study.
- The 18 credit Upper Division Communication Electives requirement may be satisfied by any of the following means:
 - Upper Division University of Phoenix Communication coursework.
 - Upper Division Certificate approved in the student's state or jurisdiction.
 - Upper Division Communication transfer coursework that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C- or better.
 - Upper Division Communication 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 Communication American Council on Education recommended (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 Communication Prior Learning Assessment (PLA) credits awarded to activities 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: BSCOM 485

Re-entry for the BS/COM

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Bachelor of Arts in English

The following Bachelor of Arts in English (BA/ENG) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Humanities and Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will demonstrate mastery of written English and apply this to a variety of rhetorical strategies of exposition, persuasion, narration and descriptive writing.
- Students will demonstrate understanding of texts and apply rhetorical concepts in a variety of diverse communication situations and contingencies.
- Students will apply collaborative learning skills in analysis and composition to works collectively authored in a team setting in the creation of a product.
- Students will compare and contrast literature across its forms, genres and schools, using significant authors and works in the identification of essential elements.
- Students will research authors, historical contexts and theoretical frames to deepen comprehension of written works.
- Students will evaluate literary and rhetorical works for quality and purpose.

- Students will apply concepts from literary works and scholarly research to their lives.
- Students will explain the importance of literature, rhetoric and linguistics to society.

BA/ENG Preferred Sequence- A Track and B Track

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Lower Division Courses - 21 credits*Major Courses - 6 credits*

ENG 270 ~ 3 credits

Literary Interpretation and Analysis

ENG 280 ~ 3 credits

Rhetoric and Critical Thinking

Select 2 courses from the following:

LIT 235 ~ 3 credits

Survey of English Literature to 1798

LIT 245 ~ 3 credits

Survey of English Literature since 1798

LIT 255 ~ 3 credits

Survey of American Literature to 1860

LIT 265 ~ 3 credits

Survey of American Literature since 1860

Select 3 courses from the following or another 200 level ENG course:

ENG 230 ~ 3 credits

Mechanics of Writing

ENG 235 ~ 3 credits

Linguistics

ENG 240 ~ 3 credits

Introduction to Creative Writing

ENG 250 ~ 3 credits

History of the English Language

ENG 260 ~ 3 credits

Folklore and Fairytales

ENG 265 ~ 3 credits

The Short Story

ENG 295 ~ 3 credits

Children's Literature

Upper Division Courses - 27 credits*Major Courses - 6 credits*

LIT 375 ~ 3 credits

Literary Theory and Criticism

WRIT 320 ~ 3 credits

Advanced Composition for the English Major

Select 6 courses from the below list or another upper division course with a LIT, WRIT, or RHET prefix:

LIT 304 ~ 3 credits

Shakespeare

LIT 305 ~ 3 credits

Major American Novel

LIT 315 ~ 3 credits

American Autobiography

LIT 325 ~	3 credits
Modern Theatre	
LIT 330 ~	3 credits
Modern Poetry	
LIT 340 ~	3 credits
African American Literature	
LIT 410 ~	3 credits
Literature of the Fantastic	
LIT 420 ~	3 credits
Comic Books and Graphic Novels	
LIT 430 ~	3 credits
The Romantic Poet	
LIT 450 ~	3 credits
Women Writers	
RHET 300 ~	3 credits
Rhetorical Theories	
RHET 450 ~	3 credits
Advanced Linguistics	
RHET 470 ~	3 credits
Studies of American Rhetoric	
RHET 475 ~	3 credits
Rhetoric and Social Media	
WRIT 310 ~	3 credits
Creative Writing: Personal Essays and Creative Non-Fiction	
WRIT 350 ~	3 credits
Writing for Social Media	
WRIT 410 ~	3 credits
Creative Writing: Poetry	
WRIT 415 ~	3 credits
Creative Writing: Short Story	
WRIT 420 ~	3 credits
Creative Writing: One Act Play	

Select 1 Capstone:

ENG 480 ~ 3 credits

Applied Rhetoric

Focus Study -15 credits

To satisfy the Focus Study requirement, students must complete 15 credits in a content area outside of their selected major, nine (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 and applying to satisfy the Focus Study requirement may not also apply within applicable General Education categories.

General Information for the BA/ENG

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

Additional Admission Requirements for the BA/ENG

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this

Degree Requirements for the BA/ENG

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education 42 credits
 - Major-English 48 credits
 - Focus Study 15 credits
 - Elective Credits 15 credits
- A minimum of 42 upper division credits.
- 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.
- The diploma awarded for this program will read as:
Bachelor of Arts in English

Degree Requirements for the BA/ENG for Minnesota Students

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education 51 credits
 - Major-English 48 credits
 - Focus Study 15 credits
 - Elective Credits 6 credits
- A minimum of 42 upper division credits.
- 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.
- The diploma awarded for this program will read as:
Bachelor of Arts in English

General Education Requirements for the BA/ENG

A minimum of 42 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

A Track must include: ENG 220, equivalent or higher

B Track must include: ENG 147

Mathematics, 6 credits

Must include MTH 209, equivalent or higher

Social Science, 6 credits

Science & Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Must include: HUM 115

Additional Liberal Arts, 3 credits

A Track must include: GEN 201

B Track must include: GEN 127

Foreign Language, 6 credits

NTP Foreign Language Exams may be used to satisfy foreign language requirements.

Interdisciplinary Component, 3 credits

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

General Education Requirements for the BA/ENG for Minnesota Students

A minimum of 51 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

A Track must include: ENG 220, equivalent or higher

B Track must include: ENG 147

Mathematics, 6 credits

Must include MTH 209, equivalent or higher

Social Science, 9 credits

Natural Science, 9 credits

Humanities, 9 credits

Must include: HUM 115

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Students are required to complete at least 1 credit in either

Communication Arts, Social Science, Natural Science, Humanities, or Mathematics.

Foreign Language, 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.

Academic Progression Requirements for the BA/ENG

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
 - Transfer to University of Phoenix with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
 - Transfer a Critical Thinking course of 2.67 credits or higher with a C- grade.
 - Previous completion of an Associate of Arts or higher degree from University of Phoenix.
 - Previous completion of a Critical Thinking course with University of Phoenix
- Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.

- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
 - Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
 - Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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.

Re-entry for the BA/ENG

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Bachelor of Science in Environmental Science

The following Bachelor of Science in Environmental Science (BS/EVS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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 disci-

pline of their choice. The program prepares students for teaching opportunities in elementary and secondary education after completion of additional methodology courses required for teacher certification in all states. The degree also provides an academic foundation for students interested in pursuing further graduate education necessary for postsecondary teaching positions in natural science or history at most colleges and universities. Focused studies are designed to provide an interdisciplinary component that will increase the student's breadth of learning. The program will provide workers in business and government, as well as education, with learning that promotes critical thinking, information utilization, collaboration, communication, and analytical skills essential to effective and efficient work productivity. The major in Environmental Science is designed to provide students with a comprehensive understanding of the relationship between scientific principles and the environment. Topics will include biological and ecological fundamentals, the environment and society, environmental management and law, global health, risk assessment, ethics, and technology.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Humanities and Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will explain key concepts and theories in the physical and life sciences.
- Students will analyze environmental issues using the fundamentals of the physical and life sciences.
- Students will evaluate scientific reasoning to critically analyze environmental issues.
- Students will apply basic research methods in science.
- Students will explain professional knowledge and ethical responsibilities in environmental science.
- Students will propose solutions to environmental problems based on interdisciplinary knowledge.
- Students will generate effective communications of theory, findings and conclusions in a scientific manner.
- Students will apply laws and policies when evaluating environmental issues.

Preferred Sequence for the BS/EVS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Major Requirements

Lower Division Courses - 26 credits

Major Courses - 23 credits

BIO 101 ~	3 credits
Principles of Biology	3 credits
BIO 280 ~	3 credits
Conservation Biology	3 credits
CHM 150 ~	4 credits
General Chemistry I	3 credits

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 - Select (1) course - 3 credits

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

Upper Division Courses - 30 credits

Major Courses - 21 credits

BIO 315 ~ 4 credits
Ecology and Evolution

ECO 370 ~ 4 credits
Environmental Economics

ENV 320 ~ 3 credits
Environmental Law

ENV 410 ~ 3 credits
Environmental Toxicology

ENV 420 ~ 3 credits
Environmental Risk Assessment

SCI 362 ~ 3 credits
Environmental Issues and Ethics

SUS 300 ~ 3 credits
Environmental Sustainability

Electives - Select (3) Courses - 9 credits

BIO 325 ~ 3 credits
Economic Botany

ENV 310 ~ 3 credits
Environmental Management

ENV 315 ~ 3 credits
Global Change

ENV 330 ~ 3 credits
Global Environmental Health

ENV 340 ~ 3 credits
Energy and the Environment

ENV 350 ~ 3 credits
Water and Wastewater Treatment Technology

ENV 400 ~ 3 credits
Watershed Hydrology

ENV 430 ~ 3 credits
.....

Environmental Technology

ENV 431 ~ 3 credits

Public Policy Analysis**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.

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

General Information for the BS/EVS

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

Additional Admission Requirements BS/EVS

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Degree Requirements for the BS/EVS

- Completion of a minimum of 120 credits that include the following distribution:

- General Education - 36 credits
- Major-Environmental Science - 56 credits
- Focus Study - 15 credits
- Elective Credits - 13 credits
- A minimum of 42 upper division credits.
- Completion of a fifteen (15) credit Focus Study, nine (9) of which must be upper division.
- A minimum grade point average (GPA) of 2.0.
- Students may choose additional elective credits to fulfill upper division and elective requirements.
- The diploma awarded for this program will read as: Bachelor of Science in Environmental Science

General Education Requirements for the BS/EVS

A minimum of 36 of the 120 credits must be in the general education areas approved by the University

Electives Requirement 13 credits

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Science in Environmental Science degree.

Communication Arts Requirement(s) 6 credits

A Track must include: ENG 220, equivalent or higher

B Track must include: ENG 147

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**Science/Tech Requirement(s) 6 credits**

Must include at least three (3) credits in the physical or biological sciences

Humanities Requirement(s) 6 credits

Must include: HUM 115

Additional Liberal Arts Requirement(s) 3 credits

A Track must include: GEN 201

B Track must include: GEN 127

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must 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/EVS for Minnesota Students

A minimum of 36 of the 120 credits must be in the general education areas approved by the University

Communication Arts, 6 credits

A Track must include: ENG 220, equivalent or higher

B Track must include: ENG 147

Mathematics, 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, 6 credits**Natural Science, 6 credits****Humanities, 6 credits**

Must include: HUM 115

Additional Liberal Arts, 3 credits

A Track must include: GEN 201

B Track must include: GEN 127

Electives, 13 credits

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

Academic Progression Requirements for the BS/EVS

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
 - Transfer to University of Phoenix with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
 - Transfer a Critical Thinking course of 2.67 credits or higher with a C- grade.
 - Previous completion of an Associate of Arts or higher degree from University of Phoenix.
 - Previous completion of a Critical Thinking course with University of Phoenix
- Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
 - Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
 - Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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.

Re-entry for the BS/EVS

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/

restrictions. Re-entry students should consult their Academic Advisor for guidance.

Bachelor of Science in Biological Science

The following Bachelor of Science in Biological Science (BS/BIO) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The major in Biological Science is designed to provide students with a comprehensive understanding of the relationship between the life sciences and the environment. Topics will include biological and ecological fundamentals, the environment and society, botany, zoology, microbiology, and ethics.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Humanities and Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will explain key concepts and theories in the physical and life sciences.
- Students will explain professional knowledge and ethical responsibilities.
- Students will apply scientific reasoning to critically analyze topics in biology.
- Students will apply fundamental scientific research methods in the biological sciences.
- Students will apply communication skills in the biological sciences.
- Students will integrate multiple disciplines to explain aspects in biology and their interplay with other fields.

BS/BIO Required Course of Study - Biological Science Major

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Major Requirements

Lower Division Courses - 23 credits

Major Courses - 20 credits

BIO 101 ~	3 credits
Principles of Biology	
CHM 150 ~	4 credits
General Chemistry I	
CHM 151 ~	4 credits
General Chemistry II	
GLG 150 ~	3 credits
Exploration of the Earth Sciences	
PHY 101 ~	3 credits
Fundamentals of Physics	

SCI 256 ~ 3 credits

People, Science and the Environment

Electives - Select (1) course - 3 credits

BIO 204 ~ 3 credits

Plant Physiology

BIO 280 ~ 3 credits

Conservation Biology

SCI 151 ~ 3 credits

Astronomy

SCI 209 ~ 3 credits

Oceanography

Upper Division Courses - 29 credits

Major Courses - 20 credits

BIO 350 ~ 4 credits

General Biology I

BIO 351 ~ 4 credits

General Biology II

BIO 315 ~ 3 credits

Ecology and Evolution

BIO 340 ~ 3 credits

Microbiology

BIO 405 ~ 3 credits

Human Biology

BIO 410 ~ 3 credits

Genetics

Discipline Electives - Select (2) Courses - 6 credits

BIO 310 ~ 3 credits

Ethnobotany

BIO 325 ~ 3 credits

Economic Botany

BIO 330 ~ 3 credits

Invertebrate Zoology

BIO 335 ~ 3 credits

Entomology

BIO 420 ~ 3 credits

Ornithology

BIO 421 ~ 3 credits

Herpetology

BIO 422 ~ 3 credits

Ichthyology

BIO 423 ~ 3 credits

Vertebrate Zoology

BIO 424 ~ 3 credits

Mycology

BIO 425 ~ 3 credits

Primateology

SUS 300 ~ 3 credits

Environmental Sustainability

Electives - Select (1) Course - 3 credits

BIO 402 ~ 3 credits

Immunology

ENV 315 ~	3 credits
Global Change	
ENV 410 ~	3 credits
Environmental Toxicology	
SCI 362 ~.....	3 credits
Environmental Issues and Ethics	

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.

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

General Information for the BS/BIO

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

Additional Admission Requirements BS/BIO

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Degree Requirements for the BS/BIO

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 36 credits
 - Major- Biological Science - 52 credits
 - Focus Study - 15 credits
 - Elective Credits - 17 credits
- A minimum of 45 upper division credits.
- Completion of a fifteen (15) credit Focus Study, nine (9) of which must be upper division.
- A minimum grade point average (GPA) of 2.0.
- Students may choose additional elective credits to fulfill upper division and elective requirements.
- The diploma awarded for this program will read as:
Bachelor of Science in Biological Science

General Education Requirements for the BS/BIO

A minimum of 36 of the 120 credits must be in the general education areas approved by the University

Communication Arts, 6 credits

A Track must include: ENG 220, equivalent or higher

B Track must include: ENG 147

Mathematics, 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, 6 credits

Science/Tech, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Must include: HUM 115

Additional Liberal Arts, 3 credits

A Track must include: GEN 201

B Track must include: GEN 127

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must 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/BIO for Minnesota Students

A minimum of 36 of the 120 credits must be in the general education areas approved by the University

Communication Arts, 6 credits

A Track must include: ENG 220, equivalent or higher

B Track must include: ENG 147

Mathematics, 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, 6 credits

Natural Science, 6 credits

Humanities, 6 credits

Must include: HUM 115

Additional Liberal Arts, 3 credits

A Track must include: GEN 201**B Track must include: GEN 127**

Electives, 17 credits

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

Academic Progression Requirements for the BS/BIO

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147.
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
 - Transfer to University of Phoenix with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
 - Transfer a Critical Thinking course of 2.67 credits or higher with a C- grade.
 - Previous completion of an Associate of Arts or higher degree from University of Phoenix.
 - Previous completion of a Critical Thinking course with University of Phoenix
- Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).

- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
 - Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
 - Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Additional Residency Requirements and Course Waivers for the BS/BIO

Students in this program may waive a maximum of 15 credits from their required course of study.

Re-entry for the BS/BIO

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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COLLEGE OF SECURITY AND CRIMINAL JUSTICE

The College of Security and Criminal Justice 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 Security and Criminal Justice 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 in Criminal Justice

The following Associate of Arts in Criminal Justice (AACJS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The AA in Criminal Justice Program is designed to address the needs of the Criminal justice and security occupations that require the breadth and depth of knowledge and a continually evolving set of physical, technological, cognitive, and interpersonal skills to navigate a rapidly changing environment. The program is designed to accommodate those requiring basic knowledge, as well as individuals seeking a comprehensive understanding of the field.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Security and Criminal Justice graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you com-

plete this program.

- Students will critically analyze issues of diversity, race, ethnicity and multiculturalism related to criminal justice disciplines in order to identify and apply sound strategies to overcome socio-economic and racial issues in service to the communities they serve.
- Students will compare and contrast criminal justice standards relating to the codes of professional conduct in order to apply ethical principles to value-driven community service.
- Students will identify and recognize the importance of nonverbal communication, and the drafting of professionally written communication documents and verbal presentations, in the criminal justice disciplines.
- Students will define and articulate clear understanding in the application of public safety theory and practices, juvenile justice processes, criminal courts and correction systems through the use of technology. This will include the understanding of how sources of information are interpreted and applied to the criminal justice process.
- Students will examine different criminal justice and security problems by analyzing information using learned critical- and creative-thinking skills to find diverse solutions to improve the productivity of criminal justice organizations, and to provide quality community service.
- Students will demonstrate how to utilize information that identifies and classifies historical and contemporary social and behavioral theories to draft theoretical models of victim and criminal behavior, while exploring diverse policy approaches in criminal justice environments geared toward creating improvements in service to the community.
- Students will exhibit an understanding of foundations in forensic science, technology and mathematical principles used in crime laboratories and how utilization of this information applies to criminal justice environments for improved community service.

Required Course of Study for the Criminal Justice- A Track and B Track

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CJS 201 ~	3 credits
Introduction to Criminal Justice	
CJS 225 ~	3 credits
Critical Thinking in Criminal Justice	
CJS 241 ~	3 credits
Introduction to Police Theory and Practices	
CJS 245 ~	3 credits
Juvenile Justice Systems and Processes	
CJS 251 ~	3 credits
Introduction to Criminal Court Systems	
CJS 255 ~	3 credits
Introduction to Corrections	

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

The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

General Information for the AACJS

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.
- Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

Additional Admission Requirements for AACJS

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - 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.
- Signed Acknowledgement Form

Degree Requirements for AACJS

- Completion of a minimum of 60 credits that include the following distribution:
 - General Education - 42 credits
 - Required Course of Study - 18 credits
- A minimum grade point average (GPA) of 2.0.

- The diploma awarded for this program will read as:
Associate of Arts

General Education Requirements for the AACJS

The General Education requirements for this program are the following:

Communication Arts, 6 credits

Must include: CJS 205

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: CJS 215

Must include 3 credits in the physical or biological sciences

Humanities, 6 credits

Must include: CJS 211

Must include: HUM 115

Social Science, 9 credits

Must include: CJS 221 and CJS 235

Additional Liberal Arts, 6 credits

Must include CJS 231

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Component, 3 credits

CJS 201 is a prerequisite for the following General Education courses: CJS 215 and CJS 235.

Academic Progression Requirements for the AACJS

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, ENG 147, and HUM 115.
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
 - Transfer to UoPX with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
 - Transfer a Critical Thinking course of 2.67 credits or higher with a C- grade.
 - Previous completion of an Associate of Arts or higher degree from UOPX.
 - Previous completion of a Critical Thinking course with UOPX.

- Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Additional Residency Requirements and Course Waivers for the AACJS

Students in this program may waive a maximum of 6 credits from their required course of study.

Re-entry for the AACJS

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Associate of Arts in Criminal Justice (Minnesota)

The following Associate of Arts in Criminal Justice (AACJS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The AA in Criminal Justice Program is designed to address the needs of the Criminal justice and security occupations that require the breadth and depth of knowledge and a continually evolving set of physical, technological, cognitive, and interpersonal skills to navigate a rapidly changing environment. The program is designed to accommodate those requiring basic knowledge, as well as individuals seeking a comprehensive understanding of the field.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Security and Criminal Justice graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will critically analyze issues of diversity, race, ethnicity and multiculturalism related to criminal justice disciplines in order to identify and apply sound strategies to overcome socio-economic and racial issues in service to the communities they serve.
- Students will compare and contrast criminal justice standards relating to the codes of professional conduct in order to apply ethical principles to value-driven community service.
- Students will identify and recognize the importance of nonverbal communication, and the drafting of professionally written communication documents and verbal presentations, in the criminal justice disciplines.
- Students will define and articulate clear understanding in the application of public safety theory and practices, juvenile justice processes, criminal courts and correction systems through the use of technology. This will include the understanding of how sources of information are interpreted and applied to the criminal justice process.

- Students will examine different criminal justice and security problems by analyzing information using learned critical- and creative-thinking skills to find diverse solutions to improve the productivity of criminal justice organizations, and to provide quality community service.
- Students will demonstrate how to utilize information that identifies and classifies historical and contemporary social and behavioral theories to draft theoretical models of victim and criminal behavior, while exploring diverse policy approaches in criminal justice environments geared toward creating improvements in service to the community.
- Students will exhibit an understanding of foundations in forensic science, technology and mathematical principles used in crime laboratories and how utilization of this information applies to criminal justice environments for improved community service.

Required Course of Study for the Criminal Justice- A Track and B Track

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CJS 201 ~.....	3 credits
Introduction to Criminal Justice	
CJS 225 ~.....	3 credits
Critical Thinking in Criminal Justice	
CJS 241 ~.....	3 credits
Introduction to Police Theory and Practices	
CJS 245 ~.....	3 credits
Juvenile Justice Systems and Processes	
CJS 251 ~.....	3 credits
Introduction to Criminal Court Systems	
CJS 255 ~.....	3 credits
Introduction to Corrections	

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

The Associate of Arts in Criminal Justice degree program does not satisfy the requirements of the Minnesota Police Officer Standards and Training Board. Students will not qualify to be a police officer nor sit for the licensing exam in Minnesota upon successful completion of this program. The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

General Information for the AACJS

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.

- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.
- Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

Additional Admission Requirements for AACJS

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Signed Acknowledgement Form

Degree Requirements for AACJS

- Completion of a minimum of 66 credits that include the following distribution:
 - General Education - 48 credits
 - Required Course of Study - 18 credits
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as:
Associate of Arts

General Education Requirements for the AACJS

The General Education requirements for this program are the following:

Communication Arts, 6 credits

Must include: CJS 205

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

Natural Science, 9 credits

Humanities, 9 credits

Must include: CJS 211

Must include: HUM 115

Social Science, 9 credits

Must include: CJS 221 and CJS 235

Additional Liberal Arts, 6 credits

Must include CJS 231

A Track must include: GEN 201

B Track must include: GEN 127

Students are required to complete at least 1 credit in either Communication Arts, Social Science, Natural Science, Humanities, or Mathematics. Note: CJS 231 will count toward additional social science

credits.

Interdisciplinary Component, 3 credits

Must include: CJS 215

CJS 201 is a prerequisite for the following General Education courses: CJS 215 and CJS 235.

Academic Progression Requirements for the AACJS

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, ENG 147, and HUM 115.
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
 - Transfer to UoPX with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
 - Transfer a Critical Thinking course of 2.67 credits or higher with a C- grade.
 - Previous completion of an Associate of Arts or higher degree from UOPX.
 - Previous completion of a Critical Thinking course with UOPX.
- Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.

- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Additional Residency Requirements and Course Waivers for the AACJS

Students in this program may waive a maximum of 6 credits from their required course of study.

Re-entry for the AACJS

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Associate of Arts in Security Management

The following Associate of Arts in Security Management (AASEC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online

rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The mission of the Associate of Arts in Security Management (AASEC) degree program is to develop critical thinking, creative decision-making, and management capabilities of private industry security practitioners that will enable professional success. Specifically, the program prepares graduates to employ current security, management, and leadership theories and evidence-based practices to:

- Conduct and apply threat assessments and risk analysis, manage integrated physical security systems and the appropriate identification, implementation and ongoing evaluation of security measures.
- Manage corporate investigations through applied investigative interviewing methodologies, case management, evidence collection and preparation of reports and testimony to substantiate findings.
- Apply security practices that enhance the corporate business model and function through workplace safety, loss prevention strategies, ethical applications and corporate communication 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/aasec>.

Preferred Sequence for the AASEC - Track A and B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Required:

SEC 100 ~ 3 credits

Introduction to Security Management

Security Management Electives:

SEC 120 ~ 3 credits

Corporate Security Essentials

SEC 130 ~ 3 credits

Private Security Issues and Conflicts

SEC 150 ~ 3 credits

Insider Threats Fundamentals

SEC 200 ~ 3 credits

Emergency Management and Response

SEC 240 ~ 3 credits

Loss Prevention and Supply Chain Security

The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

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

General Information for the AASEC

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.
- Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

En-Route Credentials for the AASEC

- 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 and a lower division certificate. Listed below are all of the possible en-route credentials:
 - Asset Protection/Loss Prevention Certificate (Undergraduate)
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
 - Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for AASEC

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- 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.

- Signed Acknowledgement Form

Degree Requirements for AASEC

- Completion of a minimum of 60 credits that include the following distribution:
 - General Education - 42 credits
 - Required Course of Study - 3 credits
 - Security Management Electives - 15 credits
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as:
Associate of Arts

General Education Requirements for the AASEC

The General Education requirements for this program are the following:

Communication Arts, 6 credits

A Track must include: ENG 220, 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 SEC 250

Must include: 3 credits in the physical or biological sciences

Humanities, 6 credits

Must include: SEC 220

Must include: HUM 115

Social Science, 9 credits

Must include: SEC 110 and SEC 210

Additional Liberal Arts, 6 credits

Must include: SEC 230

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Component, 3 credits

Must include: SEC 140

SEC 100 is a prerequisite for the following General Education courses: SEC 110, SEC 140, SEC 210, SEC 220, SEC 230, and SEC 250.

Academic Progression Requirements for the AASEC

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),

- University of Phoenix Prior Learning Assessment
- National Testing Programs, and
- ACE evaluated Military credits.
- Accelerated Pathway (A Track) students who meet the following criteria may satisfy the HUM 115 requirement with transfer coursework:
 - Students transferring to UoPX with a regionally accredited Associate of Arts degree from a community college.
 - Students transferring to UoPX with an Associate's Degree from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
 - Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
 - Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Additional Residency Requirements and Course Waivers for the AASEC

Students in this program may waive a maximum of 3 credits from their required course of study.

The 15 credit Security Management Electives requirement may be satisfied by any of the following means:

- Lower Division UOPX Security Management Elective coursework.
- Lower Division Certificate from the College of Security and Criminal Justice approved in the student's state or jurisdiction.
- Lower Division or Upper Division Security Management transfer coursework that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C or better.
- Lower or Upper Division Security 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.
- Lower or Upper Division Security Management American Council on Education recommended (Military) credits that are acceptable for transfer and were completed within the past ten (10) years from current program enrollment agreement sign date.
- Lower or Upper Division Security Management Prior Learning Assessment (PLA) credits awarded to activities completed within the past ten (10) years from current program enrollment agreement sign date.

Re-entry for the AASEC

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Associate of Arts in Security Management (Minnesota)

The following Associate of Arts in Security Management (AASEC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The mission of the Associate of Arts in Security Management (AASEC) degree program is to develop critical thinking, creative decision-making, and management capabilities of private industry

security practitioners that will enable professional success. Specifically, the program prepares graduates to employ current security, management, and leadership theories and evidence-based practices to:

- Conduct and apply threat assessments and risk analysis, manage integrated physical security systems and the appropriate identification, implementation and ongoing evaluation of security measures.
- Manage corporate investigations through applied investigative interviewing methodologies, case management, evidence collection and preparation of reports and testimony to substantiate findings.
- Apply security practices that enhance the corporate business model and function through workplace safety, loss prevention strategies, ethical applications and corporate communication 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/aasec>.

Preferred Sequence for the AASEC - Track A and B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Required:

SEC 100 ~ 3 credits

Introduction to Security Management

Security Management Electives:

SEC 120 ~ 3 credits

Corporate Security Essentials

SEC 130 ~ 3 credits

Private Security Issues and Conflicts

SEC 150 ~ 3 credits

Insider Threats Fundamentals

SEC 200 ~ 3 credits

Emergency Management and Response

SEC 240 ~ 3 credits

Loss Prevention and Supply Chain Security

The Associate of Arts in Security Management program does not satisfy the requirements of the Minnesota Police Officer Standards and Training Board. Students will not qualify to be a police officer nor sit for the licensing exam in Minnesota upon successful completion of this program. The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

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

General Information for the AASEC

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.
- Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

En-Route Credentials for the AASEC

- 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 and a lower division certificate. Listed below are all of the possible en-route credentials:
 - Asset Protection/Loss Prevention Certificate (Undergraduate)
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
 - Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for AASEC

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Signed Acknowledgement Form

Degree Requirements for AASEC

- Completion of a minimum of 66 credits that include the following distribution:
 - General Education - 48 credits
 - Required Course of Study - 3 credits

- Security Management Electives - 15 credits
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Associate of Arts

General Education Requirements for the AASEC

The General Education requirements for this program are the following:

Communication Arts, 6 credits

Must include: SEC 140

A Track must include: ENG 220, equivalent or higher

B Track must include: ENG 147

Mathematics, 6 credits

Must include MTH 209, equivalent, or higher

Natural Science, 9 credits

Humanities, 9 credits

Must include: SEC 220

Must include: HUM 115

Social Science, 9 credits

Must include: SEC 110 and SEC 210

Additional Liberal Arts, 6 credits

Must include: SEC/230

A Track must include: GEN 201

B Track must include: GEN 127

Students are required to complete at least 1 credit in either Communication Arts, Social Science, Natural Science, Humanities, or Mathematics. Note: SEC 230 will count toward additional social science credits.

Interdisciplinary Component, 3 credits

Must include: SEC 250

SEC 100 is a prerequisite for the following General Education courses: SEC 110, SEC 140, SEC 210, SEC 220, SEC 230, and SEC 250.

Academic Progression Requirements for the AASEC

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
 - Transfer to UoPX with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
 - Transfer a Critical Thinking course of 2.67 credits or higher with a C- grade.
 - Previous completion of an Associate of Arts or higher degree from UoPX.
 - Previous completion of a Critical Thinking course with UoPX.
- Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.

- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Additional Residency Requirements and Course Waivers for the AASEC

Students in this program may waive a maximum of 3 credits from

their required course of study.

The 15 credit Security Management Electives requirement may be satisfied by any of the following means:

- Lower Division UOPX Security Management Elective coursework.
- Lower Division Certificate from the College of Security and Criminal Justice approved in the student's state or jurisdiction.
- Lower Division or Upper Division Security Management transfer coursework that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C or better.
- Lower or Upper Division Security 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.
- Lower or Upper Division Security Management American Council on Education recommended (Military) credits that are acceptable for transfer and were completed within the past ten (10) years from current program enrollment agreement sign date.
- Lower or Upper Division Security Management Prior Learning Assessment (PLA) credits awarded to activities completed within the past ten (10) years from current program enrollment agreement sign date.

Re-entry for the AASEC

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Bachelor of Science in Security Management

The following Bachelor of Science in Security Management (BSSEC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The mission of the Bachelor of Science in Security Management (BSSEC) degree consistent with the University of Phoenix Mission and Purpose is to academically prepare students from diverse backgrounds for positions as private industry security practitioners. Students actively participating in the BSSEC program will receive core instruction which is aligned to private security industry standards relating to business operations and continuity, client

relations, corporate security management methodologies, critical incident response, investigative techniques, laws and regulations, private security practices, personnel management, security 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/bssec>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Security and Criminal Justice graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to identify and describe key components of business operations and continuity, client relations and corporate security management methodologies.
- Students will be able to describe corporate investigative techniques, applicable laws and regulations, investigative interviewing methodologies, evidence collection procedures, preparation of reports, and investigation case management.
- Students will be able to design, direct, manage and apply threat assessment and risk analysis, and describe the implementation of ongoing evolution of security measures.
- Students will be able to apply security best practices to critical incident responses such as natural disasters, workplace violence, catastrophic events, and other internal and external risks and threats.
- Students will be able to apply critical-thinking and decision-making skills to effectively solve ethical situations related to personnel management in the security industry.
- Students will be able to evaluate and apply security technology needs for an organization based on security industry standards.
- Students will be able to describe and analyze the components of effective loss prevention and workplace safety programs based in security industry best practices and standards.

Preferred Sequence for the BSSEC

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

SEC 311 ~	3 credits
Security Management Fundamentals	
SEC 321 ~	3 credits
Survey of Security Specializations	
SEC 331 ~	3 credits
Industrial Safety	
SEC 319 ~	3 credits
Computers and Information Processing in Security	
SEC 300 ~	3 credits
Fundamentals of Human Resource Management in Security	
SEC 341 ~	3 credits
Criminology and the Criminal Justice System	
SEC 351 ~	3 credits
Legal and Regulatory Issues in Security Management	
SEC 361 ~	3 credits
Interpersonal Communications	

SEC 371 ~ 3 credits

Finance and Budgeting Practices

SEC 391 ~ 3 credits

Organizational Behavior and Management

SEC 401 ~ 3 credits

Threat and Vulnerability Management

SEC 431 ~ 3 credits

Principles of Investigation

SEC 441 ~ 3 credits

Security of Networks and Enterprise Systems

SEC 481 ~ 3 credits

Security Capstone

Upper Division Security Management Electives

SEC 411 ~ 3 credits

Physical Security

SEC 421 ~ 3 credits

Personnel Security and Executive Protection

SEC 451 ~ 3 credits

Global Security Issues

SEC 461 ~ 3 credits

Terrorism

SEC 471 ~ 3 credits

Critical Incident Management

SEC 489 ~ 3 credits

Implementation of Security System Measures

SEC 490 ~ 3 credits

Physical Security Operations Capstone

SEC 491 ~ 3 credits

Enterprise Security Administration Capstone

The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

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

General Information for the BSSEC

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

En-Route Credentials for the BSSEC

- 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 upper division certificate. Listed below are all of the possible en-route credentials:
 - Critical Incident Response Certificate (Undergraduate)
 - Advanced Cyber Security Certificate (Undergraduate)
 - Physical Security Operations Certificate (Undergraduate)
 - Enterprise Security Administration Certificate (Undergraduate)
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
 - Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSSEC

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.
- Signed Acknowledgement Form

Degree Requirements for the BSSEC

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 51 credits
 - Required Course of Study - 42 credits
 - Upper Division Security Management Electives - 15 credits
 - Electives - 12 creditsA minimum of 42 upper division credits.
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 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Security Management

Academic Progression Requirements for the BSSEC

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
 - Transfer to UoPX with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
 - Transfer a Critical Thinking course of 2.67 credits or higher with a C- grade.
 - Previous completion of an Associate of Arts or higher degree from UOPX.
 - Previous completion of a Critical Thinking course with UOPX.
- Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.

- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.
- Students must earn a grade of "C-" or better in SEC 481 in order to complete the program. Students who earn a grade lower than "C-" must repeat the course until the minimum grade requirement is met.

Additional Residency Requirements and Course Waivers for the BSSEC

- Students in this program may waive a maximum of 30 credits from their required course of study.
- Students earning a Security Management Certificate en-route to completing the undergraduate degree may waive a maximum of 3 credits within the certificate program in addition to the 30 credits that can be waived in the BSSEC required course of study by meeting 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 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.
- Students earning a Security Management Certificate en-route must use the certificate coursework to fulfill the 15 credit Upper Division Security Management Electives requirement.
- Students not earning an Security Management Certificate en-route may satisfy the 15 credit Upper Division Security Management Electives requirement through the following means:
 - Approved UOPX Upper Division Security Management coursework.
 - Upper Division Security Management transfer coursework that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C- or better.
 - Upper Division Security 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 Security Management American Council on Education recommended (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 Security 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 in the Required Course of Study may not be waived: SEC 481

General Education Requirements for the BSSEC

A minimum of 51 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

A Track must include: ENG 220, 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 three (3) credits in the physical or biological sciences

Humanities, 6 credits

B Track must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Component, 15 credits

Physical Education activity credits are limited to four (4) 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.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general

education balance in order to complete the minimum general education credits required for their program.

Re-entry for BSSEC

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative for more information.

The Bachelor of Science in Organizational Security and Management degree is designed to address an increasing national and international need for greater technical competence and professionalism in the security industry. The distinctions between the roles of criminal justice agencies and private security organizations are recognized and the degree program provides the required knowledge for a student to develop competency and management skills in organizational security. While the program includes courses in Terrorism and Homeland Security, it also recognizes the depth and breadth of the discipline and provides a variety of courses designed to expose students to the entire spectrum of the security profession.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Security and Criminal Justice graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will demonstrate an integrated holistic approach to the application of enterprise risk management techniques for physical and technology security.

- Students will comprehend and synthesize diverse ethical, competent and professional leadership skills that are founded on core values congruent with evidence-based legal and professional standards in the modern security discipline.
- Students will master effective, practical and sound security-based problem-solving skills, risk assessment methodologies based on theoretical and technical competence designed to efficiently identify and evaluate problems, utilize critical-thinking skills, and provide options for consideration for the implementation of evidence-based solutions to problems.
- Students will identify and describe key components of diverse leadership and communication skills.
- Students will apply understanding of STEM competencies relating to the occupational development of security personnel.
- Students will apply learned concepts for the strategic design and development of security specializations and processes within both public and private organizations.
- Students will be able to apply business and financial management acumen to develop and implement fiscal strategies for criminal justice and security organizations.
- Students will define and determine strategies and best practices for enhancing team performance, including identifying implications of diversity for group effectiveness.

Required Course of Study for the BS/OSM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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.

The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

Additional Admission Requirements for the BS/OSM

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.
- Signed Criminal Conviction Prohibition Acknowledgement Form

Degree Requirements for the BS/OSM

- Completion of a minimum of 120 credits that include the following distribution:
 - A minimum of 57 upper division credits.
 - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.00.
- A minimum of 120 total credits that include a minimum of 57 upper division credits. Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.

- If a student fails to complete SEC 480 with a C- or better, the student must retake the course to satisfy the degree requirement.

Additional Academic Progression Requirements for the BS/OSM

- Applicants to this program will be required to follow the university's First-Year Sequence policies. Students required to enter the First-Year Sequence will complete GEN 195 as the first course in their program. Students not required to enter the First-Year Sequence will complete GEN 200 as the first course in their program.
- With the exception of course requirements outlined in the First-Year Sequence policies, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited transfer coursework (C- or higher grade),
 - UOPX Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework, certain program areas must be satisfied before students can progress to others.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

General Education Requirements for the BS/OSM

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

Communication Arts, 6 credits

Mathematics, 6 credits

Science and Technology, 6 credits

Must include at least 3 credits in the physical or biological sciences

Humanities, 6 credits

Social Science, 6 credits

Additional Liberal Arts, 3 credits

Interdisciplinary Component, 15 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.

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 Minnesota 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

Natural Science, 6 credits

Humanities, 6 credits

Social Science, 6 credits

Additional Liberal Arts, 3 credits

Interdisciplinary Component, 15 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.

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.

The following courses in the Required Course of Study may not be waived: GEN 300, SEC 480

Re-entry for the BS/OSM

With the exception of BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits

from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Bachelor of Science in Criminal Justice Administration

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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 specialty coursework in criminal justice services. Students will receive core instruction in criminal justice as it is represented in the domains of law enforcement, criminal courts, and corrections then advance to emphasis courses within the broad domains of criminal justice.

For more information about our graduation 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>.

BSCJA A Track and B Track

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CJS 211 ~ 3 credits

Ethics in Criminal Justice

CJS 221 ~ 3 credits

Cultural Diversity in Criminal Justice

CJS 231 ~ 3 credits

Criminology	
CJS 241 ~	3 credits
Introduction to Police Theory and Practices	
CJS 245 ~	3 credits
Juvenile Justice Systems and Processes	
CJS 251 ~	3 credits
Introduction to Criminal Court Systems	
CJS 255 ~	3 credits
Introduction to Corrections	
CJA 305 ~	3 credits
Criminal Law	
CJA 315 ~	3 credits
Criminal Procedure	
CJA 325 ~	3 credits
Criminal Organizations	
CJA 335 ~	3 credits
Research Statistics	
CJA 345 ~	3 credits
Research Methods and Evaluation	
CJA 355 ~	3 credits
Grant Writing	
CJA 365 ~	3 credits
Budget, Finance, and Planning	
CJA 375 ~	3 credits
Interagency Communication	
CJA 385 ~	3 credits
Criminal Justice Policy Analysis & Program Evaluation	
Upper Division Criminal Justice Electives, 18 credits	
<i>Students may satisfy the 18 credit Upper Division Criminal Justice Electives using the courses below and their respective equivalencies, including students earning an Associate of Arts in Criminal Justice enroute. Students earning a certificate en-route will fulfill the 18 credit Upper Division Criminal Justice Electives using the certificate coursework.</i>	
BCC 395 ~	3 credits
Contemporary Issues and Futures in Cybercrimes	
BCC 400 ~	3 credits
Information Systems 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	
BSS 395 ~	3 credits
Contemporary Issues and Futures in Security	
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 395 ~	3 credits
Current Issues/Futures in Criminal Justice Management	
CJA 444 ~	3 credits
Organizational Behavior and Management	
CJA 454 ~	3 credits
Criminal Justice Management Theory and Practice	
CJA 474 ~	3 credits
Managing Criminal Justice Personnel	
CJA 475 ~	3 credits
Forecasting and Strategic Planning	
CJHS 395 ~.....	3 credits
Issues and Futures in Human Services in Criminal Justice	
CJHS 400 ~.....	3 credits
Theory and Practice: Human Services in Criminal Justice	
CJHS 410 ~.....	3 credits
Mental Health and Crisis Interventions in Criminal Justice	
CJHS 420 ~.....	3 credits
Case Management and Services Provided in Criminal Justice	
CJHS 430 ~.....	3 credits
Collaborative Services in Criminal Justice	
CJA 484 ~	3 credits
Criminal Justice Administration Capstone	

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

The Bachelor of Science in Criminal Justice Administration program does not satisfy the requirements of the Minnesota Police Officer Standards and Training Board. Students will not qualify to be a police officer nor sit for the licensing exam in Minnesota upon successful completion of this program. The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

General Information for the BSCJA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.

- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

En-Route Credentials for the BSCJA

- 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 and an upper division certificate. Listed below are all of the possible en-route credentials:
 - Criminal Justice Management Certificate
 - Cybercrimes Certificate
 - Human Services and the Criminal Justice System Certificate
 - Criminal Justice Security Certificate
 - Associate of Arts in Criminal Justice
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
 - Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSCJA

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

- Applicants must be currently employed or have access to a work environment.
- Signed Acknowledgement Form

Degree Requirements for the BSCJA

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Required Course of Study - 48 credits
 - Upper Division Criminal Justice Electives - 18 credits
 - Electives - 9 credits
- A minimum of 45 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration

Degree Requirements for the BSCJA for Minnesota Students obtaining an Associates En-Route Credential

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 48 credits
 - Required Course of Study - 48 credits
 - Upper Division Criminal Justice Electives - 18 credits
 - Electives - 6 credits
- A minimum of 45 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration

Academic Progression Requirements for the BSCJA

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN/201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
 - Transfer to UoPX with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
 - Transfer a Critical Thinking course of 2.67 credits or higher with a C- grade.
 - Previous completion of an Associate of Arts or higher degree from UOPX.
 - Previous completion of a Critical Thinking course with UOPX.
- Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.

- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - UOPX Prior Learning Assessment,
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Additional Residency Requirements and Course Waivers for the BSCJA

Students in this program may waive a maximum of 15 credits from their required course of study.

Students earning a Criminal Justice Certificate en-route to completing the undergraduate degree may waive a maximum of 3 credits within the certificate program in addition to the 15 credits that can be waived in the BSCJA required course of study by meeting 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 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.

Students earning a Criminal Justice Certificate en-route must use the certificate coursework to fulfill the 18 credit Upper Division Criminal Justice Electives requirement.

Students not earning an additional credential or earning an Associate of Arts in Criminal Justice en-route may satisfy the 18 credit Upper Division Criminal Justice Electives requirement through the following means:

- Choose from a selection of University of Phoenix Upper Division Criminal Justice courses
- Upper Division Criminal Justice transfer coursework that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C- or better.

The following course in the Required Course of Study may not be waived: CJA 385

General Education Requirements for the BSCJA

A minimum of 45 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: ENG 147

Mathematics, 6 credits

Must include MTH 209, equivalent, or higher

Science and Technology, 9 credits

Must include at least six (6) credits in the physical or biological sciences

Humanities, 6 credits

Must include: HUM 115

Social Science, 9 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Component, 3 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the 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.

General Education Requirements for the BSCJA for Students Obtaining an Associates En-Route Credential

Communication Arts, 6 credits

A Track must include: COMM 215, equivalent or higher

B Track must include: ENG 147

Must include: CJS 205 Mathematics, 6 credits

Must include MTH 209, equivalent, or higher

Science and Technology, 9 credits

Must include at least six (6) credits in the physical or biological sciences

Must include: CJS 215

Humanities, 6 credits

Must include: HUM 115

Social Science, 9 credits

Must include: CJS 235

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Component, 3 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the 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 students earning an associate degree en-route, CJS 201 is a prerequisite for the following General Education courses: CJS 215 and CJS 235.

General Education Requirements for the BSCJA for Minnesota Students

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

B Track must include: ENG 147

Mathematics, 6 credits

Natural Science, 9 credits

Humanities, 6 credits

Must include: HUM 115

Social Science, 9 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Component, 3 credits

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.

General Education Requirements for the BSCJA for Minnesota Students Obtaining an Associates En-Route Credential

A minimum of 48 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: ENG 147

Must include: CJS 205

Mathematics, 6 credits

Must include: MTH 209, equivalent, or higher

Natural Science, 9 credits

Humanities, 9 credits

Must include: HUM 115

Social Science, 9 credits

Must include CJS 235

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Students are required to complete at least 1 credit in either Communication Arts, Social Science, Natural Science, Humanities, or Mathematics.

Interdisciplinary Component, 3 credits

Must include: CJS 215

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must 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 students earning an associate degree en-route, CJS 201 is a prerequisite for the following General Education courses: CJS 215 and CJS 235.

Re-entry for the BSCJA

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The mission of the Bachelor of Science in Criminal Justice Administration is to provide students with a strong foundation in criminal justice principles, concepts, and theories, as well as a practice orientation to justice administration. The degree offers a global perspective, as well as specific emphasis areas of criminal justice services delivery. Students will receive core instruction in criminal

justice as it is represented in the domains of police, courts, and corrections and then advance to emphases related to specific areas of criminal justice within those domains.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Security and Criminal Justice graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to demonstrate the ability to critically analyze criminological theory, and identify its impact on society and public policy.
- Students will demonstrate a clear understanding of ethical principles and standards for all facets of the criminal justice system.
- Students will be able to identify dynamic human and organizational factors as a process, while applying sound problem-solving and critical-thinking skills to resolve conflict and achieve the desired, measurable outcome.
- Students will demonstrate the application of quantitative and qualitative research methods, and apply each to individualized and complex criminal justice situations.
- Students will demonstrate robust leadership qualities, and exhibit sound management skills aimed at fostering effective communication and performance in a dynamic, collaborative and diverse working environment.
- Students will be able to apply knowledge and skills to successfully collaborate with diverse groups and engage them in best practices. Students also will be able to demonstrate the application of research and evaluation methods to identify trends and evidence-based practices within the components of the criminal justice system and their specializations.
- Students will demonstrate the knowledge and skills to successfully collaborate with diverse groups and engage them in best practices of the criminal justice profession.

BSCJA Foundation Courses

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

GEN 200	3 credits
Foundations for General Education and Professional Success	
CJA 204 ~	3 credits
Introduction to Criminal Justice	
CJA 214 ~	3 credits
Introduction to Police Theory and Practices	
CJA 224 ~	3 credits
Introduction to Criminal Court Systems	
CJA 234 ~	3 credits
Introduction to Corrections	

BSCJA Required Course of Study

CJA 304 ~	3 credits
Interpersonal Communications	

CJA 314 ~	3 credits
Criminology	
CJA 324 ~	3 credits
Ethics in Criminal Justice	
CJA 334 ~	3 credits
Research Methods in Criminal Justice	
CJA 344 ~	3 credits
Cultural Diversity Issues in Criminal Justice	
CJA 354 ~	3 credits
Criminal Law	
CJA 364 ~	3 credits
Criminal Procedure	
CJA 374 ~	3 credits
Juvenile Justice Systems and Processes	
CJA 384 ~	3 credits
Criminal Organizations	
CJA 394 ~	3 credits
Contemporary Issues and Futures in Criminal Justice	
Students must select one emphasis in a particular area of study at the time of enrollment.	
Students may also complete an additional emphasis. Please contact your academic representative for more information.	

Emphasis in Human Services

The BSCJA Human Services emphasis is intended to give graduates knowledge and basic skills to work in the human services and helping areas of the criminal justice system. This particular emphasis represents an integrated program combining academic instruction in criminal justice with applied skills for students whose goal is a career in the areas of the system where basic skills in interviewing, case management, mental health interventions, advocacy and mediation are required. Human Services graduates are prepared to provide services in a variety of institutional and community settings within the criminal justice domains of policing, the courts, institutional and community corrections.

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

BSHS 311 ~	3 credits
Models of Effective Helping	
BSHS 401 ~	3 credits
Case Management	
BSHS 441 ~	3 credits
Advocacy and Mediation	
BSHS 471 ~	3 credits
Mental Health and Crisis Intervention Practices	
CJA 484 ~	3 credits
Criminal Justice Administration Capstone	

Emphasis in Management

The BS/CJA Management emphasis is designed to give learners a depth of understanding concerning the management and administrative skills necessary to effectively run organizations in the various domains of criminal justice system. The courses included in this degree emphasis focus primarily on the management and administration skill sets associated with the police, the courts, and

with corrections. The theories and principles behind criminal justice are also examined. Students learn about policies, procedures associated with management functions, as well as many administrative practices and factors impacting criminal justice agency operations. This will not only give you the insight into what these specific departments are and what they do, but how to maintain and evaluate organizational operations from an administrative viewpoint.

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

CJA 444 ~.....	3 credits
Organizational Behavior and Management	
CJA 454 ~.....	3 credits
Criminal Justice Management Theory and Practice	
CJA 464 ~.....	3 credits
Criminal Justice Policy Analysis	
CJA 474 ~.....	3 credits
Managing Criminal Justice Personnel	
CJA 484 ~.....	3 credits
Criminal Justice Administration Capstone	

Emphasis in Institutional Healthcare

The BSCJA Institutional Health Care emphasis addresses the basic body of knowledge, understanding, and skills identified as relevant to criminal justice based health care services. This includes such areas as management, policy, legal and ethical parameters, health and disease factors, and health care service delivery. The reshaping of contemporary criminal justice health care requires workers to have a broad range of knowledge associated with the functions of health care in detention and correctional institutions, as well as various other areas represented in the greater criminal justice system.

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

HCS 310 ~.....	3 credits
Health Care Delivery in the United States	
HCS 330 ~.....	3 credits
Introduction to Health and Disease	
HCS 430 ~.....	3 credits
Legal Issues in Health Care: Regulation and Compliance	
HCS 455 ~.....	3 credits
Health Care Policy: The Past and the Future	
CJA 484 ~.....	3 credits
Criminal Justice Administration Capstone	

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 ser-

vices 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>.

BCC 400 ~.....	3 credits
Information Systems Fundamentals	
BCC 401 ~.....	3 credits
Cybercrimes in the 21st Century	
BCC 402 ~.....	3 credits
Cybercrime and Role of Law Enforcement Security Personnel	
BCC 403 ~.....	3 credits
Global Technology and Cybercrime	
CJA 484 ~	3 credits
Criminal Justice Administration Capstone	

Emphasis in Security

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

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

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	

Emphasis in Human Services for Criminal Justice

The BSCJA Human Services for Criminal Justice emphasis is intended to give graduates knowledge and basic skills to work in the human services and helping areas of the criminal justice system. This particular emphasis represents an integrated program combining academic instruction in criminal justice with applied skills for students whose goal is a career in the areas of the system where basic skills in interviewing, case management, mental health interventions, advocacy and mediation are required. Human Services for Criminal Justice graduates are prepared to provide services in a variety of institutional and community settings within the criminal justice domains of policing, the courts, institutional and community corrections.

CJHS 400 ~	3 credits
Theory and Practice: Human Services in Criminal Justice	

CJHS 410 ~.....	3 credits
Mental Health and Crisis Interventions in Criminal Justice	
CJHS 420 ~.....	3 credits
Case Management and Services Provided in Criminal Justice	
CJHS 430 ~.....	3 credits
Collaborative Services in Criminal Justice	
CJA 484 ~	3 credits
Criminal Justice Administration Capstone	

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

The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

Additional Admission Requirements for the BSCJA

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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 Component, 18 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 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.
- 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 Criminal Justice Administration.

Additional Academic Progression Requirements for the BSCJA

- Applicants to this program will be required to follow the university's First-Year Sequence policies. Students required to enter the First-Year Sequence will complete GEN 195 as the first course in their program. Students not required to enter the First-Year Sequence will complete GEN 200 as the first course in their program.
- With the exception of course requirements outlined in the First-Year Sequence policies, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited transfer coursework (C- or higher grade),
 - UOPX Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework, certain program areas must be satisfied before students can progress to others.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Residency Requirements and Course Waivers for the BSCJA

Students in this program may waive a maximum of 15 upper divi-

sion credits from their required course of study.

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.

Re-entry for the BSCJA

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Bachelor of Science in Public Administration

The following Bachelor of Science in Public Administration (BSPA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Bachelor of Science in Public Administration program develops skills necessary for a career in government policy, organization and management at the local, federal, and state level, and in non-profit administration. The program topics include: administrative management, civic leadership, business and governmental law, risk management, ethics, public programs, human resources, and public finance and budgeting.

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

Preferred Sequence and Prerequisites for the BSPA - A Track and B Track

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

BPA 200 ~ 3 credits

Public Sector Communications

BPA 201 ~ 3 credits

Foundations of Public Administration

BPA 211 ~ 3 credits

Foundations of Federal, State and Local Government

BPA 221 ~ 3 credits

Critical Thinking and Decision Making in the Public Sector

BPA 300 ~	3 credits
Politics and Citizenship: The Public Policy Environment	
BPA 311 ~	3 credits
Principles of Governmental Accounting	
BPA 321 ~	3 credits
Personnel Management	
BPA 331 ~	3 credits
Financial Management for Non-Profit Organizations	
BPA 341 ~	3 credits
Public Programs: Implement and Evaluate in a Dynamic Setting	
BPA 351 ~	3 credits
Research in Public Administration	
BPA 361 ~	3 credits
Grant Writing	
BPA 371 ~	3 credits
Intergovernmental Relations	
BPA 381 ~	3 credits
Public Administration Policy, Legal Issues, Law and Ethics	
BPA 410 ~	3 credits
Governmental and Non-Profit Accounting	
BPA 411 ~	3 credits
Public Finance: Sources, Management and Reports	
BPA 421 ~	3 credits
Organizational Behavior and Ethical Responsibility	
BPA 431 ~	3 credits
Leadership in the Public Sector	
BPA 441 ~	3 credits
Urban and Regional Planning	
BPA 451 ~	3 credits
Capital Improvement Planning and Management	
BPA 461 ~	3 credits
Contemporary Issues in Public Administration	

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

The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

General Information for the BSPA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

Additional Admission Requirements for the BSPA

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.
- Signed Acknowledgement Form

Degree Requirements for the BSPA

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 54 credits
 - Required Course of Study - 60 credits
 - Electives - 6 credits
- A minimum of 45 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Public Administration

Academic Progression Requirements for the BSPA

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.

- Transfer to University of Phoenix with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
- Transfer a Critical Thinking course of 2.67 credits or higher with a C- grade.
- Previous completion of an Associate of Arts or higher degree from University of Phoenix.
- Previous completion of a Critical Thinking course with University of Phoenix.
- Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment,
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Satisfy University Proficiency Requirements.
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment (5 years School of Nursing)
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits

- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment (5 years School of Nursing).
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's re-entry policy.

Residency Requirements and Course Waivers for the BSPA

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits (as a part of the final 60 credits of the program) come from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Partnership Pathway (EPP) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

- Students in this program may waive a maximum of 30 credits from their required course of study.
- The following course in the Required Course of Study may not be waived: BPA 461

General Education Requirements for the BSPA

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: ENG 220, 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 three (3) credits in the physical or biological sciences

Humanities, 6 credits

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Component, 18 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.

General Education Requirements for the BSPA for Minnesota Students

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

Communication Arts, 6 credits

A Track must include: ENG 220, equivalent or higher

B Track must include: ENG 147

Mathematics, 6 credits

Must include MTH 209, equivalent, or higher

Natural Science, 6 credits

Humanities, 6 credits

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Component, 18 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.

Re-Entry for BSPA

- Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.
- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

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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.

Bachelor of Science in Psychology

The following Bachelor of Science in Psychology (BSP) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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 students with greater skills in critical thinking, communication, collaboration, and information utilization through the enhanced understanding of human psychology and also include field experience possibilities and research activities 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-p>.

Program Purpose

The Bachelor of Science in Psychology is an educational degree program that provides a foundation of knowledge in the field of psychology. This program does not prepare students for any type of professional certification or licensure as a psychologist.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to analyze psychological phenomena based on psychological theories, concepts and research.
- Students will be able to analyze the historical evolution of the science of psychology.
- Students will be able to evaluate the validity of conclusions derived from existing psychological research.

- Students will be able to apply research methods to conduct basic psychological research studies.
- Students will be able to apply ethical principles in all aspects of the science and practice of psychology.
- Students will be able to apply sociocultural and international awareness to all aspects of the science and practice of psychology.
- Students will be able to apply psychological principles to address personal, social and organizational issues.
- Students will be able to apply strategies to self-management and self-improvement.
- Students will be able to apply psychological knowledge, skills and values to meet professional and personal goals and societal needs in a variety of settings.

BSP Required Course of Study- A Track and B Track

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

PSY 305 ~	3 credits
Professional Orientation in Psychology	3 credits
PSY 310 ~	3 credits
History and Systems in Psychology	3 credits
PSY 335 ~	3 credits
Research Methods	3 credits
PSY 340 ~	3 credits
Biological Foundations in Psychology	3 credits
PSY 345 ~	3 credits
Sensation and Perception	3 credits
PSY 315 ~	3 credits
Statistical Reasoning in Psychology	3 credits
PSY 360 ~	3 credits
Cognitive Psychology	3 credits
PSY 405 ~	3 credits
Theories of Personality	3 credits
PSY 410 ~	3 credits
Abnormal Psychology	3 credits
PSY 420 ~	3 credits
Theories of Behavior	3 credits
PSY 450 ~	3 credits
Diversity and Cultural Factors in Psychology	3 credits
PSY 400 ~	3 credits
Social Psychology	3 credits
PSY 435 ~	3 credits
Industrial/Organizational Psychology	3 credits
PSY 480 ~	3 credits
Elements of Clinical Psychology	

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

General Information for the BSP

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

En-Route Credentials for the BSP

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.

Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSP

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Degree Completion Requirements for the BSP

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Required Course of Study (BSP) - 42 credits
 - Electives - 33 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Psychology

General Education Requirements for the BSP

A minimum of 45 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 for higher

B Track must include: ENG 147

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

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

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 BSP for Minnesota Students

A minimum of 45 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 for higher

B Track must include: ENG 147

Mathematics, 6 credits

Must include MTH 209, equivalent, or higher

Natural Science, 6 credits

Humanities, 6 credits

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Component, 9 credits

Physical Education activity credits are limited to four (4) 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 BSP for Minnesota

Students obtaining an Associates En-Route Credential

A minimum of 45 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 for higher

B Track must include: ENG 147

Mathematics, 6 credits

Must include MTH 209, equivalent, or higher

Natural Science, 9 credits

Humanities, 9 credits

Must include: HUM 115

Social Science, 9 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Students are required to complete at least 1 credit in either Communication Arts, Social Science, Natural Science, Humanities, or Mathematics.

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.

Academic Progression Requirements for the BSP

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
 - Transfer to UoPX with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
 - Transfer a Critical Thinking course of 2.67 credits or higher with a C- grade.
 - Previous completion of an Associate of Arts or higher degree from UOPX.
 - Previous completion of a Critical Thinking course with UOPX.
- Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
 - Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
 - Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
 - Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Additional Residency Requirements and Course Waivers for the BSP

Students in this program may waive a maximum of 24 credits from their required course of study.

Re-entry for the BSP

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Bachelor of Science in Human Services

The following Bachelor of Science in Human Services (BSHS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The BSHS program curriculum at University of Phoenix employs an interdisciplinary approach for assimilating theory, knowledge, skills and core competencies of today's human service professional. The conceptual framework of the program draws from a range of human service domains such as counseling, biopsychosocial development, human systems and social change, 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. Upon graduation from the program students will be qualified for Registry as Mental Health Facilitators with the National Board for Certified Counselors-International and prepared academically to sit for the Human Services-Board Certified Practitioner examination administered by the Center for Credentialing and Education.

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

Program Purpose

The Bachelor of Science in Human Services degree program provides a general foundation of human services theory and application coursework for students at entry levels in the helping professions. This program does not prepare students for any type of professional certification or state licensure as a social worker, counselor or psychologist.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply key aspects of the historical development of human services when analyzing theories of the interaction of human systems.
- Students will be able to interpret and judge the scope of human conditions that provide the focus for the human services profession.
- Students will be able to analyze client needs when formulating a plan for human service strategies and services.
- Students will be able to apply knowledge, skills and theory for structuring and administering direct service delivery and use of appropriate interventions with clients.
- Students will be able to develop and integrate self-assessment skills, and human services values and attitudes, for providing ethical human service practices.

Preferred Sequence for the BSHS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

BSHS 305 ~.....	3 credits
Historical Development of Human Services: An Introduction	
BSHS 415O ~.....	0 credits
Orientation to Field Experience	
BSHS 325 ~.....	3 credits
Human Systems and Development	
BSHS 345 ~.....	3 credits
Diversity and Special Populations	
BSHS 355 ~.....	3 credits
Delivery of Human Services: Theory and Practice	
BSHS 375 ~.....	3 credits
Information Systems and Technology in Human Services	
BSHS 385 ~.....	3 credits
Interpersonal Communication and Interviewing Skills	
BSHS 395 ~.....	3 credits
Client Assessment and Planning	
BSHS 335 ~.....	3 credits
Ethics and Values for Human Service Professionals	
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 and Statistics in Human Services	
BSHS 445 ~.....	3 credits
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	

BSHS Human Services Electives

Students may satisfy the 9 credit Human Service Electives using the courses below and their respective equivalencies. Students

earning an Associate of Arts in Human Services or a certificate enroute will fulfill the 9 Credits of Human Service Electives using the associate or certificate coursework.

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
Childhood Abuse and Neglect	
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 and Proposal Writing	
BSHS 437 ~	3 credits
Social Systems and Aging	
BSHS 438 ~	3 credits
Care for Aging Populations	
BSHS 439 ~	3 credits
Grief, Loss and End of Life Issues	
BSHS 456 ~	3 credits
Addiction Interventions for Human Service Workers	
BSHS 457 ~	3 credits
Codependence and Working with Families	
BSHS 458 ~	3 credits
Action Planning, Relapse Prevention and Aftercare	
HS 205 ~	3 credits
Human Service Helping Process and Self-Care	
HS 215 ~	3 credits
Introduction to the Human Services Profession	
HS 225 ~	3 credits
Introduction to Case Management and Helping Strategies	
HS 235 ~	3 credits
Public Policy, Social Welfare, and Research	
HS 245 ~	3 credits
Fundamentals of Working With People	
HS 255 ~	3 credits
Human Services Capstone Course	

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

General Information for the BSHS

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).

- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

En-Route Credentials for the BSHS

- 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 and/or upper division certificate. Listed below are all of the possible en-route credentials:
 - Addictions Certificate
 - Family and Child Services Certificate
 - Gerontology Certificate
 - Human Services Management Certificate
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
 - Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the 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, or completion of the HiSET examination with a passing score.
 - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- No work experience and /or current employment is required for this program.
- Effective 7/1/2015, A signed Enrollment Addendum
- Effective 7/1/2015, A signed Criminal Conviction Disclosure Form.

Degree Requirements for the BSHS

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 54 credits
 - Required Course of Study - 51 credits

- Human Services Electives - 9 credits
- Electives - 6 credits

• A minimum of 51 upper division credits.

• A minimum grade point average (GPA) of 2.0.

• The diploma awarded for this program will read as:
Bachelor of Science in Human Services

Academic Progression Requirements for the BSHS

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
 - Transfer to UoPX with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
 - Transfer a Critical Thinking course of 2.67 credits or higher with a C- grade.
 - Previous completion of an Associate of Arts or higher degree from UOPX.
 - Previous completion of a Critical Thinking course with UOPX.
- Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.

- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Additional Residency Requirements and Course Waivers for the BSHS

Students in this program may waive a maximum of 30 credits from their required course of study.

The 9 credit Human Services Elective requirement may be satisfied by any of the following means:

- Lower or Upper Division UOPX Human Services Elective coursework.
- Upper Division Certificate certificate approved in the student's state or jurisdiction.
- Lower or Upper Division Human Services transfer coursework that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C- or better.
- Lower or Upper Division Human Services 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.
- Lower or Upper Division Human Services American Council on Education recommended (Military) credits that are acceptable for transfer and were completed within the past ten (10) years from current program enrollment agreement sign date.
- Lower or Upper Division Human Services Prior Learning Assessment (PLA) credits awarded to activities 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: BSHS 305, BSHS 325, BSHS 335, BSHS 345, BSHS 405, BSHS 415, BSHS 415O, BSHS 475, BSHS 485

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: ENG 220, 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 at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Requirements, 18 credits

Students who are earning the AAHS en-route must include: HS 235, HS 245, and HS 255

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.

Field Experience for the BSHS

BSHS programs include two field experience courses: BSHS 415 and BSHS 475. Each field experience course is 15 weeks in length. These courses require at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2 hours per week) are provided to offer support and supervision of the student activities during their field experience.

Re-entry for the BSHS

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Bachelor of Science in Correctional Program Support Services

The following Bachelor of Science in Correctional Program Support Services (BSCPSS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Correctional Program Support Services undergraduate degree at University of Phoenix is focused on developing professional intervention, facilitation skills and foundational competencies specifically for students working with a forensic population. The program provides instruction in correctional assessment, case management, facilitation skills, systems of therapeutic intervention, and reintegration strategies. This program does not lead to an industry certification or license.

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

Program Purpose

The Bachelor of Science in Correctional Program Support Services is an educational degree program that provides a foundation of knowledge in the field of correctional program support services. This program does not prepare students for any type of professional certification or licensure as a correctional officer, social worker or counselor.

Preferred Sequence for the BSCPSS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CPSS 210 ~ 3 credits

Introduction to Criminal Justice

CPSS 215 ~ 3 credits

Survey of Corrections in the United States

CPSS 225 ~ 3 credits

Survey of Correctional Program Career Opportunities

CPSS 235 ~ 3 credits

Working with the Juvenile Justice System

CPSS 240 ~ 3 credits

Foundations of Criminal Behavior

CPSS 300 ~ 3 credits

Working with the Correctional Population

CPSS 315 ~ 3 credits

Social Psychology

CPSS 330 ~ 3 credits

Essentials of Communication in Corrections

CPSS 370 ~ 3 credits

Intake, Assessment, and Classification

CPSS 385 ~ 3 credits

Case Planning and Case Management

CPSS 395 ~ 3 credits

Program Facilitation Skills

CPSS 400 ~ 3 credits

Institutional and Community-Based Programs	
CPSS 405 ~	3 credits
Working with Sex Offenders	
CPSS 410 ~	3 credits
Overview of Mental Health in Criminal Justice	
CPSS 415 ~	3 credits
Working with Juvenile Offenders	
CPSS 420 ~	3 credits
Issues of Substance Abuse and Addiction	
CPSS 430 ~	3 credits
Maintaining Boundaries and Self-Care	

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

General Information for the BSCPSS

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

Additional Admission Requirements for the BSCPSS

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- No work experience and/or current employment is required for this program.
- Signed Acknowledgement Form

- A signed Professional Non-Academic Requirement Addendum Form.

Degree Requirements for the BSCPSS

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 54 credits
 - Required Course of Study - 51 credits
 - Upper Division Correctional Program Support Services Electives - 9 credits
 - Electives - 6 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Correctional Program Support Services

General Education Requirements for the BSCPSS

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: ENG 220, 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 at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Requirements, 18 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 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.

Academic Progression Requirements for the BSCPSS

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.

- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
 - Transfer to UoPX with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
 - Transfer a Critical Thinking course of 2.67 credits or higher with a C- grade.
 - Previous completion of an Associate of Arts or higher degree from UOPX.
 - Previous completion of a Critical Thinking course with UOPX.
- Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.

- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Residency Requirements and Course Waivers for the BSCPSS

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits (as a part of the final 60 credits of the program) come from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
 - Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
 - Providing that University residency policy is met, through an approved articulation agreement or Educational Partnership Pathway (EPP) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
 - Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
 - Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
 - Students in this program may waive a maximum of 24 credits from their required course of study.

- Students may fulfill a maximum of 30 credits through their Peace Officer Standards and Training (POST) Certification, by submitting their certification documents through Prior Learning Assessment. POST credits not applied as waivers in the required course of study may be applied to interdisciplinary and elective components.
- The nine credit Upper Division Correctional Program Support Services (CPSS) Elective requirement may be satisfied by the following means:
 - University of Phoenix Upper Division CPSS Electives.
 - Upper division transfer coursework that has been approved through a course waiver request.
- The following courses in the Required Course of Study may not be waived: CPSS 225, CPSS 400

Re-entry for the BSCPSS

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

SCHOOL OF BUSINESS

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

In particular we:

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

By 2020, through its integrated network of faculty, staff and business collaborators, the University of Phoenix, School of Business will be a preferred source for finding and developing emerging leaders for organizations.

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: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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.

Concentration in Accounting Fundamentals- A Track and B Track

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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 who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.
- Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

Additional Admission Requirements for AAACCT

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAACCT

Communication Arts, 6 credits

A Track must include: COMM 215, equivalent, or higher

B Track must include: ENG 147

Mathematics, 6 credits

Must include MTH 209, equivalent, or higher

Science and Technology, 6 credits

Must include: 3 credits in the physical or biological sciences

Humanities, 6 credits

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 3 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary 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.

Degree Requirements for the AAACCT

- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the associate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this associate en-route to completion of a bachelor degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the associate degree to be eligible for associate conferral.
- Concentrations 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

Academic Progression Requirements for the AAACCT

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
 - Transfer to UoPX with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
 - Transfer a Critical Thinking course of 2.67 credits or higher with a C- grade.
 - Previous completion of an Associate of Arts or higher degree from University of Phoenix.
 - Previous completion of a Critical Thinking course with University of Phoenix
- Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.

- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - UOPX Prior Learning Assessment,
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
 - Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
 - Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
 - Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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.

Re-entry for the AAACCT

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a pro-

gram applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Associate of Arts/Concentration in Accounting Fundamentals (Minnesota)

The following Associate of Arts/Concentration in Accounting Fundamentals (AAACCT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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.

Concentration in Accounting Fundamentals- A Track and B Track

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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 who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program.
- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.
- Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

Additional Admission Requirements for AAACCT

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

Degree Requirements for the AAACCT

- Completion of a minimum of 61 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the associate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this associate en-route to completion of a bachelor degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the associate degree to be eligible for associate conferral.
 - Concentrations are reflected on the transcript only and will not appear on the diploma.
- The diploma awarded for this program will read as Associate of Arts

General Education Requirements for the AAACCT

The General Education requirements for this program are the following:

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

Natural Science, 9 credits

Humanities, 9 credits

Must include: HUM 115

Social Science, 9 credits

Additional Liberal Arts, 4 credits

A Track must include: GEN 201

B Track must include: GEN 127

Students are required to complete at least 1 credit in either Communication Arts, Social Science, Natural Science, Humanities, or Mathematics.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must 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 AACCT

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN/201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
 - Transfer to UoPX with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
 - Transfer a Critical Thinking course of 2.67 credits or higher with a C-grade.
 - Previous completion of an Associate of Arts or higher degree from UOPX.
 - Previous completion of a Critical Thinking course with UOPX
- Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - UOPX Prior Learning Assessment,
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement

- Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Additional Residency Requirements and Course Waivers for the AACCT

Students in this program may waive a maximum of 6 credits from their required course of study.

Re-entry for the AACCT

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Associate of Arts/Concentration in Accounting Fundamentals (Certificate Track)

The following Associate of Arts/Concentration in Accounting Fundamentals (Certificate Track) (AACCTC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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.

Concentration in Accounting Fundamentals- A Track and B Track

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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 who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- The Certificate Track associates programs are designed to be an option for students to earn a certificate en-route to earning the associates degree.
- Students who completed a certificate in its entirety and who later choose to enroll in an associates program with a concentration in the same area of focus as the completed certificate will be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the associates program.
- Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.
- Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

Additional Admission Requirements for AAACCTC

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

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

Degree Requirements for the AAACCTC

- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the associate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this associate en-route to completion of a bachelor degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the associate degree to be eligible for associate conferral.
- Students may earn a certificate in the same area of focus as the concentration en route to completing the associates degree. Students may apply for certificate conferral upon meeting the following program requirements:
 - Successful completion of the concentration courses outlined in the enrollment agreement for the certificate
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
Associate of Arts

General Education Requirements for the AAACCTC

Communication Arts, 6 credits

A Track must include: COMM 215, equivalent, or higher

B Track must include: ENG 147

Mathematics, 6 credits

Must include MTH 209, equivalent, or higher

Science and Technology, 6 credits

Must include: 3 credits in the physical or biological sciences

Humanities, 6 credits

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 3 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary 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 AAACCTC

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, and ENG 147
- Students are encouraged to complete the concentration or emphasis courses prior to enrolling in any other general education or interdisciplinary courses.
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Accelerated Pathway (A Track) students who meet the following criteria may satisfy the HUM 115 requirement with transfer coursework:
 - Students transferring to UoPX with a regionally accredited Associate of Arts degree from a community college.
 - Students transferring to UoPX with an Associate's Degree from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)

-At least 2.67 semester credits

-Eligible to receive general education credits

- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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.

Re-entry for the AAACCTC

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Associate of Arts/Concentration in Accounting Fundamentals (Certificate Track) (Minnesota)

The following Associate of Arts/Concentration in Accounting Fundamentals (Certificate Track) (AAACCTC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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.

Concentration in Accounting Fundamentals- A Track and B Track

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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 who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- The Certificate Track associates programs are designed to be an option for students to earn a certificate en-route to earning the associates degree.
- Students who completed a certificate in its entirety and who later choose to enroll in an associates program with a concentration in the same area of focus as the completed certificate will be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the associates program.
- Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.
- Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

Additional Admission Requirements for AAACCTC

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

Degree Requirements for the AAACCTC

- Completion of a minimum of 61 credits.
- 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 associates degree. Students may apply for certificate conferral meeting the following program requirements:

- Successful completion of the concentration or emphasis courses outlined in the enrollment agreement for the certificate.
- Achievement of the minimum program GPA.
- Fulfillment of the minimum University residency requirement.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
Associate of Arts

General Education Requirements for the AAACCTC

The General Education requirements for this program are the following:

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

Natural Science, 9 credits

Humanities, 9 credits

Must include: HUM 115

Social Science, 9 credits

Additional Liberal Arts, 4 credits

A Track must include: GEN 201

B Track must include: GEN 127

Students are required to complete at least 1 credit in either Communication Arts, Social Science, Natural Science, Humanities, or Mathematics.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must 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

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- Students are encouraged to complete the concentration or emphasis courses prior to enrolling in any other general education or interdisciplinary courses.
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Accelerated Pathway (A Track) students who meet the following criteria may satisfy the HUM 115 requirement with transfer coursework:
 - Students transferring to UoPX with a regionally accredited Associate of Arts degree from a community college.

- Students transferring to UoPX with an Associate's Degree from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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.

Re-entry for the AAACCTC

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a pro-

gram applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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.

Concentration in Business Fundamentals- A Track and B Track

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

BUS 211 ~ 3 credits

Foundations of Business

COM 295 ~ 3 credits

Business Communications

QNT 275 ~ 3 credits

Statistics for Decision Making

BIS 220 ~ 3 credits

Introduction to Computer Applications and Systems

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 AABFN

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.

- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.
- Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

Additional Admission Requirements for the AABFN

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AABFN

Communication Arts, 6 credits

A Track must include: COMM 215, equivalent, or higher

B Track must include: ENG 147

Mathematics, 6 credits

Must include MTH 209, equivalent, or higher

Science and Technology, 6 credits

Must include: 3 credits in the physical or biological sciences

Humanities, 6 credits

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 3 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary 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.

Degree Requirements for the AABFN

- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.

- Students earning the associate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
- Students earning this associate en-route to completion of a bachelor degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the associate degree to be eligible for associate conferral.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
Associate of Arts

Academic Progression Requirements for the AABFN

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, and ENG 147
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
 - Transfer to UoPX with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
 - Transfer a Critical Thinking course of 2.67 credits or higher with a C- grade.
 - Previous completion of an Associate of Arts or higher degree from UOPX.
 - Previous completion of a Critical Thinking course with UOPX
- Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment,

- National Testing Programs, and
- ACE evaluated Military credits.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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.

Re-entry for the AABFN

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Associate of Arts/Concentration in Business Fundamentals (Minnesota)

The following Associate of Arts/Concentration in Business Fundamentals (AABFN) program may be offered at these University of Phoenix campus locations as of Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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.

Concentration in Business Fundamentals- A Track and B Track

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

BUS 211 ~ 3 credits

Foundations of Business

COM 295 ~ 3 credits

Business Communications

QNT 275 ~ 3 credits

Statistics for Decision Making

BIS 220 ~ 3 credits

Introduction to Computer Applications and Systems

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 AABFN

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.
- Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

Additional Admission Requirements for the AABFN

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

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

Degree Requirements for the AABFN

- Completion of a minimum of 61 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the associate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this associate en-route to completion of a bachelor degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the associate degree to be eligible for associate conferral.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
Associate of Arts

General Education Requirements for the AABFN

The General Education requirements for this program are the following:

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

Natural Science, 9 credits

Humanities, 9 credits

Must include: HUM 115

Social Science, 9 credits

Additional Liberal Arts, 4 credits

A Track must include: GEN 201

B Track must include: GEN 127

Students are required to complete at least 1 credit in either Communication Arts, Social Science, Natural Science, Humanities, or Mathematics.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must 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 AABFN

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and

- ACE evaluated Military credits.
- Accelerated Pathway (A Track) students who meet the following criteria may satisfy the HUM 115 requirement with transfer coursework:
 - Students transferring to UoPX with a regionally accredited Associate of Arts degree from a community college.
 - Students transferring to UoPX with an Associate's Degree from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits

- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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.

Re-entry for the AABFN

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to com-

plete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 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 representative 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.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply decision-making skills and consider ethical implications when solving business situations.
- Students will integrate business concepts and principles to advance organizational goals.
- Students will analyze interrelationships among distinct functional areas of an organization.
- Students will analyze the implications of operating in a changing global business environment.
- Students will examine the degree of alignment between their individual values and an organization's values as reflected in the organization's plans and actions.
- Students will apply key disciplinary skills as practitioners in business to critical business issues in the following domains of the BSB program:
 - Finance
 - Marketing

- Information systems
- Research methodologies
- Economics
- Business law
- Management
- Accounting

BSB Program Category Requirements- A Track and B Track

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 ~ 3 credits
Business Communications

Business Information Systems, 3 total credits

BIS 220 ~ 3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits

PHL 320 ~ 3 credits
Critical Thinking and Decision Making in Business
MGT 312 ~ 3 credits
Organizational Behavior for Managers

Accounting, 6 total credits

ACC 290 ~ 3 credits
Principles of Accounting I
ACC 291 ~ 3 credits
Principles of Accounting II

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ 3 credits
Ethical and Legal Topics in Business

Economics, 6 total credits

ECO 365 ~ 3 credits
Principles of Microeconomics
ECO 372 ~ 3 credits
Principles of Macroeconomics

Finance, 3 total credits

FIN 370 ~ 3 credits
Finance for Business

Marketing, 3 total credits

MKT 421 ~ 3 credits
Marketing

Business Statistics, 3 total credits

QNT 275 ~ 3 credits
Statistics for Decision Making

Business Capstone, 3 total credits

BUS 475 ~ 3 credits
Integrated Business Topics

BSB Upper Division Business/Management Electives, 18 total credits

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

General Information for the BSB

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

En-Route Credentials for the BSB

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:
 - Hospitality Fundamentals Certificate (Undergraduate)
 - Bookkeeping Fundamentals Certificate (Undergraduate)
 - Retail Management Certificate
 - Business Administration Certificate
 - Digital Marketing Certificate
 - Financial Planning Certificate
 - Marketing Certificate
 - Operations Management Certificate
 - Sales Management Certificate
 - Small Business Management and Entrepreneurship Certificate
 - Supply Chain Management Certificate
 - Project Management Certificate
 - Human Resource Management Certificate
 - General Management Certificate
 - Hospitality Management Certificate (Undergraduate)
 - Retail Fundamentals Certificate (Undergraduate)
 - Associate of Arts with a Concentration in Business Fundamentals
 - Associate of Arts with a Concentration in Accounting Fundamentals
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
 - Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement

- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSB

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSB

- Completion of a minimum of 120 credits.
 - General Education - 45 credits
 - Required Course of Study (BSB) - 39 credits
 - Upper Division Business/Management Electives - 18 credits
 - Electives - 18 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as:
Bachelor of Science in Business

General Education Requirements for the BSB

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Liberal Arts Component, 36 credits

Communication Arts, 6 credits

A Track must include: COMM 215, equivalent or higher

B Track must include: ENG 147

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

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must 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 Minnesota

Students

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Liberal Arts Component 36 credits

Communication Arts, 6 credits

A Track must include: COMM 215, equivalent or higher

B Track must include: ENG 147

Mathematics, 6 credits

Must include MTH 209, equivalent or higher

Natural Science, 6 credits

Humanities, 6 credits

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Component, 9 credits

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.

General Education Requirements for the BSB for Minnesota

Students obtaining an Associates En-Route Credential

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Liberal Arts Component, 36 credits

Communication Arts, 6 credits

A Track must include: COMM 215, equivalent or higher

B Track must include: ENG 147

Mathematics, 6 credits

Must include MTH 209, equivalent or higher

Natural Science, 9 credits

Humanities, 9 credits

Must include: HUM 115

Social Science, 9 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Students are required to complete at least 1 credit in either

Communication Arts, Social Science, Natural Science, Humanities, or Mathematics.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must 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 BSB

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, and ENG 147

- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Accelerated Pathway (A Track) students ave the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
 - Transfer to UoPX with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
 - Transfer a Critical Thinking course of 2.67 credits or higher with a C- grade.
 - Previous completion of an Associate of Arts or higher degree from UOPX.
 - Previous completion of a Critical Thinking course with UOPX.
- Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits

- Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.
- Students transferring to University of Phoenix into an undergraduate Bachelor of Science in Business degree program with a previously completed Associate degree in Business under Direct Transfer Agreement (DTA) provisions from a Community or Technical College in the state of Washington will be considered as satisfying their lower division elective and general education requirements making the student Required Course of Study ready at University of Phoenix. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their Bachelor of Science in Business degree program.

Additional Residency Requirements and Course Waivers for the BSB

- Students in this program may waive a maximum of 18 upper division credits from their required course of study.
- Students may also waive twelve (12) lower division credits from the required course of study.
- The 18 credit Upper Division Business/Management Elective requirement may be satisfied by any of the following means:
 - Upper Division University of Phoenix Business/Management coursework.
 - Upper Division Certificate approved in the student's state or jurisdiction.
 - Upper Division Business/Management transfer coursework that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C- or better.
 - Upper Division Business/Management National Testing Program exams that are acceptable for transfer and were completed within the past ten (10) years from current program enrollment agreement sign date.
 - Upper Division Business/Management American Council on Education recommended (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

Re-entry for the BSB

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

The Bachelor of Science in Business (Maryland-Online)

The following Bachelor of Science in Business (BSB) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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.

BSB Program Category Requirements - A Track and B Track

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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 ~ (Prerequisite for Track A only)	3 credits
Business Communications and Critical Thinking	
COM 295 ~	3 credits

Business Communications

Business Information Systems, 3 total credits

BIS 220 ~ (Prerequisite for Track A only)	3 credits
Introduction to Computer Applications and Systems	

Management, 6 total credits

MGT 230 ~ (Prerequisite for Track A only)	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 ~ (Prerequisite for Track A only) 3 credits

Ethics and Social Responsibility

Economics, 6 total credits

ECO 372 ~ 3 credits

Principles of Macroeconomics

ECO 365 ~ 3 credits

Principles of Microeconomics

Business Law, 3 total credits

LAW 421 ~ 3 credits

Contemporary Business Law

Finance, 3 total credits

FIN 370 ~ 3 credits

Finance for Business

Marketing, 3 total credits

MKT 421 ~ 3 credits

Marketing

Research and Statistics, 6 total credits

RES 351 ~ 3 credits

Business Research

QNT 351 ~ 3 credits

Quantitative Analysis for Business

Business Capstone, 3 total credits

BUS 475 ~ 3 credits

Integrated Business Topics

Students must select one emphasis in a particular area of study at the time of enrollment.

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

Accounting Emphasis

The Accounting Emphasis promotes identification with and orientation to the accounting profession and is designed to provide knowledge skills, and abilities necessary for a career in accounting. Core competencies in technology, critical thinking, and communication are emphasized throughout the curriculum. The program also utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. Students have broad exposure to varied business disciplines, including management, organizational behavior, economics, and finance, and learn how the general manager integrates these disciplines to meet the strategic goals of the organization.

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

ACC 349 ~ 3 credits

Cost Accounting

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/bsb-f>.

FIN 419 ~	3 credits
Finance for Decision Making	
FIN 486 ~	3 credits
Strategic Financial Management	
<i>Students must choose three of the following courses:</i>	
FIN 366 ~	3 credits
Financial Institutions	
FIN 375 ~	3 credits
Financial Management in the Small Business	
FIN 402 ~	3 credits
Investment Fundamentals and Portfolio Management	
FIN 410 ~	3 credits
Working Capital Management	
FIN 415 ~	3 credits
Corporate Risk Management	
FIN 420 ~	3 credits
Personal Financial Planning	
FIN 444 ~	3 credits
Mergers, Acquisitions, and Corporate Restructuring	
FIN 467 ~	3 credits
Real Estate Investment	

Global Management Emphasis

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

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

GBM 380 ~	3 credits
Global Business	
GBM 381 ~	3 credits
International Trade	
HRM 350 ~	3 credits
International Human Resource Management	
ISCOM 383 ~	3 credits
Global Value Chain Management	
GBM 489 ~	3 credits
Strategic Topics in Global Business Management	

Sustainable Enterprise Management Emphasis

The Sustainable Enterprise Management emphasis will prepare students for management careers based on sustainable business practices. The program emphasizes the development of skills in operating standards, enterprise planning, social responsibility, and sustainable management techniques. Upon completion of this program students will possess the knowledge and skills needed to manage business enterprises for a sustainable future.

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

programs/bsb-sm.

MGT 360 ~	3 credits
Green and Sustainable Enterprise Management	
MGT 470 ~	3 credits
Sustainable Enterprise Planning	
<i>Students must choose three of the following courses:</i>	
BUS 327 ~	3 credits
The Sustainable Organization	
BUS 372 ~	3 credits
Business Sustainability Standards	
ECO 370 ~	3 credits
Environmental Economics	
MGT 380 ~	3 credits
Organizational Change Management	
MGT 403 ~	3 credits
Environmental Management Systems	
MKT 411 ~	3 credits
Green Marketing	
MGT 441 ~	3 credits
Business Models in Early-stage Enterprises	
MKT 442 ~	3 credits
Market Discovery and Validation in Early-stage Enterprises	
BUS 443 ~	3 credits
Implementing Entrepreneurship in Early-stage Enterprises	

Human Resource Management Emphasis

The Human Resource Management Emphasis helps students develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The emphasis addresses the legal and ethical components of the decision making process involved in the human resources environment. The Human Resource Management Emphasis introduces students to the basic concepts of human resource management, and allows further study in the areas of employment law, risk management, recruitment and selection of employees, international HR, change management, compensation and benefits, employee development, and performance management. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

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

HRM 300 ~	3 credits
Fundamentals of Human Resource Management	
HRM 498 ~	3 credits
Strategic Human Resource Management and Emerging Issues	

Students must choose three of the following courses:

HRM 310 ~ 3 credits

Change Management

HRM 324 ~ 3 credits

Total Compensation

HRM 326 ~ 3 credits

Employee Development

HRM 420 ~ 3 credits

Human Resource Risk Management

MGT 434 ~ 3 credits

Employment Law

Management Emphasis

The Management Emphasis emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The Management Emphasis allows students the opportunity to examine the areas of innovation, design, and creativity in business, global business, quality management and productivity, human resource management, employment law, and organizational negotiations. Students will integrate advanced topics in management through real-world business application.

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

PHL 458 ~ 3 credits

Creative Minds and Critical Thinking

MGT 498 ~ 3 credits

Strategic Management

Students must choose three of the following courses:

HRM 300 ~ 3 credits

Fundamentals of Human Resource Management

HRM 326 ~ 3 credits

Employee Development

LDR 300 ~ 3 credits

Innovative Leadership

MGT 360 ~ 3 credits

Green and Sustainable Enterprise Management

MGT 411 ~ 3 credits

Innovative and Creative Business Thinking

MGT 426 ~ 3 credits

Managing Change in the Workplace

OI 361 ~ 3 credits

Innovation, Design, and Creativity for a Competitive Advantage

ETH 355 ~ 3 credits

Understanding Ethics

OI 370 ~ 3 credits

Innovation for the 21st Century

PHL 410 ~ 3 credits

Classical Logic

MUS 320 ~ 3 credits

The Music Business Today

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, advertis-

ing, marketing research, public relations, promotion measurement and analysis, and international and global marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

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

MKT 435 ~ 3 credits

Consumer Behavior

MKT 498 ~ 3 credits

Integrated Marketing Strategies

Students must choose three of the following courses:

COM 340 ~ 3 credits

Mass Communication

COM 400 ~ 3 credits

Media and Society

MKT 438 ~ 3 credits

Public Relations

BRM 353 ~ 3 credits

Product and Brand Management

MKT 411 ~ 3 credits

Green Marketing

MKT 431 ~ 3 credits

Small Business Marketing

MKT 441 ~ 3 credits

Marketing Research

Project Management 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 leader-

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

Small Business Management & Entrepreneurship Emphasis

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

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

MGT 401 ~	3 credits
The Small Business: Structure, Planning and Funding	
<i>MGT 418 ~</i>	
Evaluating New Business Opportunities	
<i>MKT 431 ~</i>	
Small Business Marketing	
FIN 375 ~	3 credits
Financial Management in the Small Business	
MGT 465 ~	3 credits
Small Business and Entrepreneurial Planning	

Service Sector Emphasis

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

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

OI 365 ~	3 credits
Knowledge Management and Intellectual Capital	
<i>OI 466 ~</i>	
Organizational Innovation Integrated Project	
<i>Students must choose three of the following courses:</i>	
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	
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, emphasis availability may vary by campus location.

Additional Admission Requirements BSB

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

Degree Requirements for the BSB

- Completion of a minimum of 120 credits that include the following distribution:
 - A minimum of 45 upper division credits
 - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
- A minimum program grade point average (GPA) of 2.0.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
Bachelor of Science in Business

General Education Requirements for the BSB

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

Communication Arts, 6 credits

A Track must include: COMM 215, equivalent or higher

B Track must include: COM 170 and COM 172

Mathematics, 6 credits

Must include MTH 209 or higher

Science & Technology, 6 credits

B Track must include: SCI 163

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

B Track must include: HUM 114

Social Science, 6 credits

B Track must include: PSY 211

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 18 credits

B Track must include: FP 120

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

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

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

Additional Academic Progression Requirements for the BSB

- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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.

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

Re-entry for the BSB

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative 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 an organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The program focuses on the development of management roles and emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Upon completion of the program, students will possess the skills and competencies needed to determine and implement key management decisions and develop skills in leadership, human resource management, change management, and core business functional 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/bsm>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will identify management principles necessary for organizational effectiveness.
- Students will evaluate the effectiveness of processes used to achieve organizational goals.
- Students will apply key problem-solving strategies in the analysis and recommendation of business decisions.
- Students will analyze the implications of diversity in an organization.

BSM Program Category Requirements - A Track and B Track

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Business Communications, 3 total credits

COM 295 ~ 3 credits
Business Communications

Management, 12 total credits

MGT 312 ~ 3 credits
Organizational Behavior for Managers
HRM 300 ~ 3 credits
Fundamentals of Human Resource Management
LDR 300 ~ 3 credits
Innovative Leadership
MGT 426 ~ 3 credits
Managing Change in the Workplace
Economics, 3 total credits
ECO 372 ~ 3 credits
Principles of Macroeconomics
Ethics and Social Responsibility, 3 total credits
ETH 321 ~ 3 credits
Ethical and Legal Topics in Business

Quantitative Techniques/Statistics, 3 total credits

QNT 275 ~ 3 credits
Statistics for Decision Making

Accounting, 3 total credits

ACC 290 ~ 3 credits
Principles of Accounting I

Marketing, 3 total credits

MKT 421 ~ 3 credits
Marketing

Finance, 3 total credits

FIN 419 ~ 3 credits
Finance for Decision Making

Strategy, 3 total credits

MGT 498 ~ 3 credits
Strategic Management

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

General Information for the BSM

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

En-Route Credentials for the BSM

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:
 - Bookkeeping Fundamentals Certificate (Undergraduate)
 - Hospitality Fundamentals Certificate (Undergraduate)
 - Hospitality Management Certificate (Undergraduate)
 - Human Resource Management Certificate (Undergraduate)
 - Marketing Certificate (Undergraduate)
 - Operations Management Certificate (Undergraduate)
 - Project Management Certificate (Undergraduate)
 - Retail Fundamentals Certificate (Undergraduate)
 - Small Business Management and Entrepreneurship Certificate (Undergraduate)
 - Supply Chain Management Certificate (Undergraduate)
 - Sales Management Certificate (Undergraduate)
 - Retail Fundamentals Certificate (Undergraduate)
 - Associate of Arts Concentration in Accounting Fundamentals
 - Associate of Arts Concentration in Business Fundamentals
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
 - Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSM

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSM

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Required Course of Study (BSM) - 36 credits
 - Electives - 39 credits

- A minimum of 33 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Management

General Education Requirements for the BSM

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

A Track must include: ENG 220, equivalent or higher

B Track must include: ENG 147

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

Must include: HUM 115

Must include: 3 credits of upper division Humanities coursework

The preferred course is PHL 320

Social Science, 6 credits

Must include: 3 credits of upper division Social Science coursework

The preferred course is SOC 315

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.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must 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 BSM

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
 - Transfer to UOPX with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
 - Transfer a Critical Thinking course of 2.67 credits or higher with a C- grade.
 - Previous completion of an Associate of Arts or higher degree from UOPX.
 - Previous completion of a Critical Thinking course with UOPX.
- Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.

- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Additional Residency Requirements and Course Waivers for the BSM

Students in this program may waive a maximum of nine (9) upper division credits from their required course of study.

Students may also waive three (3) lower division credits from the required course of study.

The elective requirement may be satisfied by any of the following

means:

- Any upper and/or lower division University of Phoenix coursework.
- Upper or lower division Certificate approved in the student's state or jurisdiction.
- Any upper and/or lower division transfer coursework that is acceptable for transfer and was completed with a grade of C- or better.
- Upper and/or lower division National Testing Program exams that are acceptable for transfer.
- Upper and/or lower division American Council on Education recommended (Military) credits that are acceptable for transfer.
- Upper and/or lower division Prior Learning Assessment (PLA) credits awarded to activities.

The following course(s) and their equivalents may not be waived:
MGT 498

Re-entry for the BSM

Re-entry students who have successfully completed an approved entry point course will not be required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative 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 improve-

ment 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>.

BSM/MAN Program Category Requirements - A Track and B Track

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

BCOM 275 3 credits
Business Communications and Critical Thinking

Management, 3 total credits

PHL 458 ~ 3 credits
Creative Minds and Critical Thinking

Ethics and Social Responsibility, 3 total credits

ETH 316 ~ 3 credits
Ethics and Social Responsibility

Business Law, 3 total credits

LAW 421 ~ 3 credits
Contemporary Business Law

Research and Statistics, 3 total credits

RES 320 ~ 3 credits
Foundations of Research

Marketing, 3 total credits

PSY 322 ~ 3 credits
Consumer Psychology and Research

Business Information Systems, 3 total credits

BIS 320 ~ 3 credits
Business Information Systems

Economics, 3 total credits

ECO 365 ~ 3 credits
Principles of Microeconomics

Accounting, 3 total credits

ACC 300 ~ 3 credits
Principles of Accounting

Finance, 3 total credits

FIN 370 ~ 3 credits
Finance for Business

Management Capstone, 3 total credits

MGT 498 ~ 3 credits
Strategic Management

Manufacturing Sector Concentration, 15 total credits

ISCOM 370 ~ 3 credits
Strategic Supply Chain Management

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

Degree Requirements for the BSM/MAN

- Completion of a minimum of 120 credits that include the following distribution:
 - A minimum of 45 upper division credits.
 - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.0.
- Students holding an associate degree from the University or a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution will have that associate degree emphasis(es) noted on the student's University of Phoenix transcript when the BSM degree is conferred, if applicable.
- 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, 6 credits

(A Track must include COMM 215, equivalent, or higher)

(B Track must include: COM 170 and COM 172)

Mathematics, 6 credits

(Must include MTH 209, 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, 6 credits

(B Track must include: GEN 195)

Interdisciplinary Component, 18 credits

(B Track must include: FP 120)

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

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

General Education Requirements for the BSM/MAN for Minnesota Students

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

Communication Arts, 6 credits

(A Track must include COMM 215, equivalent, or higher)

(B Track must include: COM 170 and COM 172)

Mathematics, 6 credits

(Must include MTH 209, equivalent, or higher)

Natural Science, 6 credits

(B Track must include: SCI 163)

Humanities, 6 credits

(B Track must include: HUM 114)

Social Science, 6 credits

(B Track must include: PSY 211)

Additional Liberal Arts, 6 credits

(B Track must include: GEN 195)

Interdisciplinary Component, 18 credits

(B Track must include: FP 120)

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

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

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

Additional Academic Progression Requirements for the BSM/MAN

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

- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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.

The following courses in the Required Course of Study may not be waived: MGT 420, MGT 498

Re-entry for the BSM/MAN

With the exception of BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Advisor for guidance.

Bachelor of Science in Management Emphasis in Manufacturing Sector (Maryland-Online)

The following Bachelor of Science in Management Emphasis in Manufacturing Sector (BSM/MAN) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross functional managers in any organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The curriculum focuses on the development of management roles. It emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Through a participative learning environment structured for adult learners, students are taught to manage innovation and apply professional skills and knowledge. Special emphasis can be placed on key management areas, including, leadership, general management, or human resource management based on student preference.

The Manufacturing Sector (MAN) emphasis focuses on strategic performance improvement of all business planning, global sourcing and procurement, production, and logistical activities that make up an organization's operations and supply chain. The program highlights the important role that operations and supply chain play in satisfying customer demands and expectations. The program also emphasizes a company's need to develop and maintain a sustainable competitive advantage through the efficient and effective performance of all operations. The program provides the most current content in the manufacturing field as outlined by various specialized manufacturing and supply chain organizations and experts. In addition to courses in the BSB foundation and courses specific to manufacturing, the degree emphasis has coursework that stresses key business related knowledge and skill development in the areas of computers and information processing, business law, macro-economics, financial analysis, and marketing. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/bsm-man>.

BSM/MAN Program Category Requirements - A Track and B Track

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

BCOM 275 3 credits

Business Communications and Critical Thinking

Management, 3 total credits

PHL 458 ~ 3 credits

Creative Minds and Critical Thinking

Ethics and Social Responsibility, 3 total credits

ETH 316 ~ 3 credits

Ethics and Social Responsibility

Business Law, 3 total credits

LAW 421 ~ 3 credits

Contemporary Business Law

Research and Statistics, 3 total credits

RES 320 ~ 3 credits

Foundations of Research

Marketing, 3 total credits

PSY 322 ~ 3 credits

Consumer Psychology and Research

Business Information Systems, 3 total credits

BIS 320 ~ 3 credits

Business Information Systems

Economics, 3 total credits

ECO 365 ~ 3 credits

Principles of Microeconomics

Accounting, 3 total credits

ACC 300 ~ 3 credits

Principles of Accounting

Finance, 3 total credits

FIN 370 ~ 3 credits

Finance for Business

Management Capstone, 3 total credits

MGT 498 ~ 3 credits

Strategic Management

Manufacturing Sector Emphasis, 15 total credits

OI 361 ~ 3 credits

Innovation, Design, and Creativity for a Competitive Advantage

MGT 420 ~ 3 credits

Managing Quality in the Supply Chain

Students must choose three of the following BSM/MAN Emphasis Electives:

HRM 420 ~ 3 credits

Human Resource Risk Management

ISCOM 352 ~ 3 credits

Logistics Management

ISCOM 472 ~ 3 credits

Lean Enterprise

ISCOM 471 ~ 3 credits

Operations Management

ISCOM 473 ~ 3 credits

Global Sourcing and Procurement

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

Additional Admission Requirements for the BSM/MAN

All applicants are expected to meet the following admissions requirements:

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

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, 6 credits

(*A Track must include COMM 215, equivalent, or higher*)

(*B Track must include: COM 170 and COM 172*)

Mathematics, 6 credits

(*Must include MTH 209, 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, 6 credits

(*B Track must include: GEN 195*)

Interdisciplinary Component, 18 credits

(*B Track must include: FP 120*)

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

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

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

Additional Academic Progression Requirements for the BSM/MAN

- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement

- Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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.

The following courses in the Required Course of Study may not be waived: MGT 420, MGT 498

Re-entry for the BSM/MAN

With the exception of BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative 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, 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.

For more information about our graduation 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.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

Business Core

- Students will demonstrate the ability to make business-related decisions that incorporate ethical implications.
- Students will integrate business concepts and principles to advance organizational goals.
- Students will analyze interrelationships among distinct functional areas of an organization.
- Students will analyze the implications of operating in a changing global business environment.
- Students will apply knowledge attained from the following domains of the MBA program as practitioners in business:
 - Finance
 - Marketing
 - Information systems
 - Research methodologies
 - Economics

- Business law
- Management
- Accounting

- Students will identify the degree of alignment between their individual values and an organization's values as reflected in the organization's plans and actions.

Accounting Core

- Students will apply financial accounting principles to record and communicate measurable business activities to stakeholders.
- Students will analyze accounting financial statements to support effective financial decision-making.
- Students will evaluate various accounting activities in relation to ethical, legal and professional standards.
- Students will apply business issues in the application of generally accepted accounting principles, government and not-for-profit accounting, international transactions, taxation, and auditing.

Program Category Requirements - A Track and B Track

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 ~ 3 credits
Business Communications

Business Information Systems, 3 total credits

ACC 210 ~ 3 credits
Accounting Information Systems

Quantitative Techniques/Statistics, 3 total credits

QNT 275 ~ 3 credits
Statistics for Decision Making

Accounting Principles, 6 total credits

ACC 290 ~ 3 credits
Principles of Accounting I

ACC 291 ~ 3 credits
Principles of Accounting II

Management, 6 total credits

PHL 320 ~ 3 credits
Critical Thinking and Decision Making in Business

MGT 312 ~ 3 credits
Organizational Behavior for Managers

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ 3 credits
Ethical and Legal Topics in Business

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

Strategy, 3 total credits

BUS 475 ~.....	3 credits
Integrated Business Topics	
Cost Accounting, 3 total credits	
ACC 349 ~.....	3 credits
Cost Accounting	
Intermediate Accounting, 9 total credits	
ACC 421 ~.....	3 credits
Intermediate Financial Accounting I	
ACC 422 ~.....	3 credits
Intermediate Financial Accounting II	
ACC 423 ~.....	3 credits
Intermediate Financial Accounting III	
Tax, 3 total credits	
<i>Students must choose one of the following courses:</i>	
ACC 455 ~.....	3 credits
Corporate Taxation	
ACC 456 ~.....	3 credits
Individual/Estate Taxation	
Government & Non-Profit Accounting, 3 total credits	
ACC 460 ~.....	3 credits
Government and Non-Profit Accounting	
Auditing, 6 total credits	
ACC 491 ~.....	3 credits
Contemporary Auditing I	
ACC 492 ~.....	3 credits
Contemporary Auditing II	
Accounting Research, 3 total credits	
ACC 497 ~.....	3 credits
Advanced Topics in Accounting Research	
The University reserves the right to modify the required course of study.	
General Information for the BSACC	
<ul style="list-style-type: none"> • First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy. <ul style="list-style-type: none"> • Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits. • Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track). • Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track). • Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway. 	
En-Route Credentials for the BSACC	
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. Listed below are all of the possible en-route credentials:

- Associate of Arts with a Concentration in Business Fundamentals

Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSACC

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSACC

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Required Course of Study - 66 credits
 - Electives - 9 credits
- A minimum of 51 upper division credits.
- A minimum grade point average (GPA) of 2.00.
- The diploma awarded for this program will read as: Bachelor of Science in Accounting

General Education Requirements for the BSACC

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

B Track must include: ENG 147

Mathematics, 6 credits

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must 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 Minnesota Students

A minimum of 45 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: ENG 147

Mathematics, 6 credits

Must include MTH 209, equivalent or higher

Natural Science, 6 credits

Humanities, 6 credits

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Component, 9 credits

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.

General Education Requirements for the BSACC for Minnesota Students obtaining an Associates En-Route Credential

A minimum of 45 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: ENG 147

Mathematics, 6 credits

Must include MTH 209, equivalent or higher

Natural Science, 9 credits

Humanities, 9 credits

Must include: HUM 115

Social Science, 9 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Students are required to complete at least 1 credit in either Communication Arts, Social Science, Natural Science, Humanities, or Mathematics.

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

Academic Progression Requirements for the BSACC

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Accelerated Pathway (A Track) students who meet the following criteria may satisfy the HUM 115 requirement with transfer coursework:
 - Students transferring to UoPX with a regionally accredited Associate of Arts degree from a community college.
 - Students transferring to UoPX with an Associate's Degree from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits

- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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.
- The following courses in the Required Course of Study may not be waived: ACC 497, BUS 475

Re-entry for the BSACC

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative for more information.

The Bachelor of Science/Concentration 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 Stan-

dards (IFRS). Students are also exposed to varied business disciplines including economics, statistics, 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.

For more information about our graduation 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.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

Business Core

- Students will demonstrate the ability to make business-related decisions that incorporate ethical implications.
- Students will integrate business concepts and principles to advance organizational goals.
- Students will analyze interrelationships among distinct functional areas of an organization.
- Students will analyze the implications of operating in a changing global business environment.
- Students will apply knowledge attained from the following domains of the MBA program as practitioners in business:
 - Finance
 - Marketing
 - Information systems
 - Research methodologies
 - Economics
 - Business law
 - Management
 - Accounting
- Students will identify the degree of alignment between their individual values and an organization's values as reflected in the organization's plans and actions.

Accounting Core

- Students will apply financial accounting principles to record and communicate measurable business activities to stakeholders.
- Students will analyze accounting financial statements to support effective financial decision-making.
- Students will evaluate various accounting activities in relation to ethical, legal and professional standards.

Students will apply business issues in the application of generally accepted accounting principles, government and not-for-profit

accounting, international transactions, taxation, and auditing.

Program Category Requirements - A Track and B Track

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 ~ 3 credits
Business Communications

Business Information Systems, 3 total credits

ACC 210 ~ 3 credits
Accounting Information Systems

Quantitative Techniques/Statistics, 3 total credits

QNT 275 ~ 3 credits
Statistics for Decision Making

Accounting Principles, 6 total credits

ACC 290 ~ 3 credits
Principles of Accounting I
ACC 291 ~ 3 credits
Principles of Accounting II

Management, 6 total credits

PHL 320 ~ 3 credits
Critical Thinking and Decision Making in Business
MGT 312 ~ 3 credits
Organizational Behavior for Managers

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ 3 credits
Ethical and Legal Topics in Business

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

Strategy, 3 total credits

BUS 475 ~ 3 credits
Integrated Business Topics

Cost Accounting, 3 total credits

ACC 349 ~ 3 credits
Cost Accounting

Intermediate Accounting, 9 total credits

ACC 421 ~ 3 credits
Intermediate Financial Accounting I
ACC 422 ~ 3 credits
Intermediate Financial Accounting II
ACC 423 ~ 3 credits
Intermediate Financial Accounting III

Tax, 3 total credits

Students must choose one of the following courses:

ACC 455 ~ 3 credits
Corporate Taxation
ACC 456 ~ 3 credits
Individual/Estate Taxation

Government & Non-Profit Accounting, 3 total credits

ACC 460 ~ 3 credits
Government and Non-Profit Accounting

Auditing, 6 total credits

ACC 491 ~ 3 credits
Contemporary Auditing I
ACC 492 ~ 3 credits
Contemporary Auditing II

Accounting Research, 3 total credits

ACC 497 ~ 3 credits
Advanced Topics in Accounting Research
The University reserves the right to modify the required course of study.

General Information for the BSACC

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

En-Route Credentials for the BSACC

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. Listed below are all of the possible en-route credentials:

- Associate of Arts with a Concentration in Business Fundamentals
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
- Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selec-

tion of credentials.

Additional Admission Requirements for the BSACC

All applicants are expected to meet the following admissions requirements:

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

Degree Requirements for the BSACC

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Required Course of Study - 66 credits
 - Electives - 9 credits
- A minimum of 51 upper division credits.
- A minimum grade point average (GPA) of 2.00.
- The diploma awarded for this program will read as: Bachelor of Science in Accounting

General Education Requirements for the BSACC

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

B Track must include: ENG 147

Mathematics, 6 credits

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

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

Academic Progression Requirements for the BSACC

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment

- National Testing Programs, and
- ACE evaluated Military credits.
- Accelerated Pathway (A Track) students who meet the following criteria may satisfy the HUM 115 requirement with transfer coursework:
 - Students transferring to UoPX with a regionally accredited Associate of Arts degree from a community college.
 - Students transferring to UoPX with an Associate's Degree from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and /or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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.
- The following courses in the Required Course of Study may not be waived: ACC 497, BUS 475

Re-entry for the BSACC

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

The College of Information Systems and Technology prepares students for professional and management-related career opportunities in six different IT pathways and provides the knowledge students need to successfully apply information systems theory and principles that address real world business opportunities and challenges that meet the needs of today's information economy. Students will be prepared to work in core technologies such as systems integration, web systems, network architecture, database design, information security, programming and other IT principles. Our mission is to provide industry-relevant education through innovative learning pathways, which will prepare learners for career success. The College of Information Systems and Technology delivers real-time, IT education solutions that are experiential, relevant and applicable to solving IT challenges anywhere, any place, and at any time. The curriculum in the College of Information Systems and Technology is delivered by experts who relate both theory and practice in this evolving, fast-paced industry. Each degree and certificate program is aligned to one or more of over 40 industry certifications so students are provided the relevant, hands-on learning they need to be successful in this industry. The College of Information Systems and Technology is continuously updating curriculum, staying relevant in the industry and evolving with the always changing world of technology, all of which is accomplished through dedication, creativity and teamwork of the college faculty and staff. The College of Information Systems and Technology is an innovative, education leader in the IT industry and proud to partner with Fortune 1000 companies and other entities and creators of emerging IT standards nationwide.

Associate of Arts/Concentration in Information Technology

The following Associate of Arts/Concentration in Information Technology (AAITT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Associate of Arts degree in Information Technology program provides the opportunity to specialize through the selection of College of Information Systems and Technology practical based academic certificates aligned to industry certifications in areas such as desktop support, network support, multimedia development, information security, database administration, web administration, programming and IT healthcare. Knowledge and skills in Information Technology professional competence and values, information utilization, collaboration, communication, critical thinking and problem solving are provided in 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/aaitt>.

Some courses require prerequisites. Prerequisites and course descriptions for all courses are listed in the Course Guide section of

the catalog (page B-1).

Program Category Requirements for the AAITT

Information Systems and Technology Electives 18 credits
The University reserves the right to modify the required course of study.

General Information for the AAITT

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.
- Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

En-Route Credentials for the AAITT

Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the Associate degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Additional credentials include a lower division certificate. Listed below are all of the possible enroute credentials:

- Cisco Networking Certificate (Undergraduate)
- Database Administration Certificate (Undergraduate)
- Desktop Support Certificate (Undergraduate)
- Health Care Information Technology Certificate (Undergraduate)
- Information Assurance and Security Certificate (Undergraduate)
- Multimedia Development Certificate (Undergraduate)
- Network Support Certificate (Undergraduate)
- Programming Certificate (Undergraduate)
- Web Administration Certificate (Undergraduate)
- Storage Management Certificate (Undergraduate)

Students may apply for conferral of an en-route credential upon meeting the following requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA

- Fulfillment of the minimum University residency requirement
Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the AAITT

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

Degree Requirements for the AAITT

- 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 AAITT

The General Education requirements for this program are the following:

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 220, 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.

Science & Technology, 6 credits

Must include: 3 credits in the physical or biological sciences

Humanities, 6 credits

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 3 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary 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.

Academic Progression Requirements for the AAITT

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Accelerated Pathway (A Track) students who meet the following criteria may satisfy the HUM 115 requirement with transfer coursework:
 - Students transferring to UoPX with a regionally accredited Associate of Arts degree from a community college.
 - Students transferring to UoPX with an Associate's Degree from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement

- Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Additional Residency Requirements and Course Waivers for the AAITT

The 18 credit Information Systems and Technology Electives requirement may be satisfied by any of the following means:

- Lower Division University of Phoenix IS&T coursework.
- Previously completed Lower or Upper Division coursework from the College of IS&T.
- Lower Division Certificate from the College of IS&T approved in the student's state or jurisdiction.
- Lower or Upper Division Information Technology transfer coursework that is acceptable for transfer and was completed within the past five (5) years from current program enrollment agreement sign date with a grade of C or better.
- Lower or Upper Division Information Technology National Testing Program exams that are acceptable for transfer and were completed within the past five (5) years from current program enrollment agreement sign date.
- Lower or Upper Division Information Technology American Council on Education recommended (Military) credits that are acceptable for transfer and were completed within the past five (5) years from current program enrollment agreement sign date.
- Lower or Upper Division Information Technology Prior Learning Assessment (PLA) credits awarded to activities completed within the past five (5) years from current program enrollment agreement sign date.

Re-entry for the AAITT

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Associate of Arts/Emphasis in Information Technology (Maryland-Online)

The following Associate of Arts/Emphasis in Information Technology (AAITT) 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 representative for more information.

The Associate of Arts degree in Information Technology program provides the opportunity to specialize through the selection of College of Information Systems and Technology practical based academic certificates aligned to industry certifications in areas such as desktop support, network support, multimedia development, information security, database administration, web administration, programming and IT healthcare. Knowledge and skills in Information Technology professional competence and values, information utilization, collaboration, communication, critical thinking and problem solving are provided in 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/aaitt>.

Some courses require prerequisites. Prerequisites and course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Program Category Requirements for the AAITT

Information Systems and Technology Electives 18 credits
The University reserves the right to modify the required course of study.

General Information for the AAITT

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.
- Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

En-Route Credentials for the AAITT

Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the Associate degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Additional credentials include a lower division certificate. Listed below are all of the possible en-route credentials:

- Cisco Networking Certificate (Undergraduate)
- Database Administration Certificate (Undergraduate)
- Desktop Support Certificate (Undergraduate)
- Health Care Information Technology Certificate (Undergraduate)
- Information Assurance and Security Certificate (Undergraduate)
- Multimedia Development Certificate (Undergraduate)
- Network Support Certificate (Undergraduate)
- Programming Certificate (Undergraduate)
- Web Administration Certificate (Undergraduate)
- Storage Management Certificate (Undergraduate)

Students may apply for conferral of an en-route credential upon meeting the following requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the AAITT

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, or completion of the HiSET examination with a passing score.
- Signed Hardware/Software Agreement

Degree Requirements for the AAITT

- 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 AAITT

The General Education requirements for this program are the following:

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 220, 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.

Science & Technology, 6 credits

Must include: 3 credits in the physical or biological sciences

Humanities, 6 credits

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 3 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary 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.

Academic Progression Requirements for the AAITT

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147.
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Accelerated Pathway (A Track) students who meet the following criteria may satisfy the HUM 115 requirement with transfer coursework:
 - Students transferring to UoPX with a regionally accredited Associate of Arts degree from a community college.
 - Students transferring to UoPX with an Associate's Degree from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.

- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Additional Residency Requirements and Course Waivers for the AAITT

The 18 credit Information Systems and Technology Electives requirement may be satisfied by any of the following means:

- Lower Division University of Phoenix IS&T coursework.
- Previously completed Lower or Upper Division coursework from the College of IS&T.
- Lower Division Certificate from the College of IS&T approved in the student's state or jurisdiction.
- Lower or Upper Division Information Technology transfer coursework that is acceptable for transfer and was completed within the past five (5) years from current program enrollment agreement sign date with a grade of C or better.
- Lower or Upper Division Information Technology National Testing Program exams that are acceptable for transfer and were completed within the past five (5) years from current program enrollment agreement sign date.
- Lower or Upper Division Information Technology American Council on Education recommended (Military) credits that are acceptable for transfer and were completed within the past five (5) years from current program enrollment agreement sign date.

- Lower or Upper Division Information Technology Prior Learning Assessment (PLA) credits awarded to activities completed within the past five (5) years from current program enrollment agreement sign date.

Re-entry for the AAITT

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Associate of Arts/Concentration in Information Technology (Minnesota)

The following Associate of Arts/Concentration in Information Technology (AAITT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Associate of Arts degree in Information Technology program provides the opportunity to specialize through the selection of College of Information Systems and Technology practical based academic certificates aligned to industry certifications in areas such as desktop support, network support, multimedia development, information security, database administration, web administration, programming and IT healthcare. Knowledge and skills in Information Technology professional competence and values, information utilization, collaboration, communication, critical thinking and problem solving are provided in 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/aaitt>.

Some courses require prerequisites. Prerequisites and course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Program Category Requirements for the AAITT

Information Systems and Technology Electives 18 credits
The University reserves the right to modify the required course of study.

General Information for the AAITT

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.
- Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

En-Route Credentials for the AAITT

Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the Associate degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Additional credentials include a lower division certificate. Listed below are all of the possible en-route credentials:

- Cisco Networking Certificate
- Database Administration Certificate
- Desktop Support Certificate
- Health Care Information Technology Certificate
- Information Assurance and Security Certificate
- Multimedia Development Certificate
- Network Support Certificate
- Programming Certificate
- Web Administration Certificate

Students may apply for conferral of an en-route credential upon meeting the following requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the AAITT

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, or completion of the HiSET examination with a passing score.

- Signed Hardware/Software Agreement

Degree Requirements for the AAITT

- Completion of a minimum of 61 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

General Education Requirements for the AAITT

The General Education requirements for this program are the following:

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 220, equivalent, or higher

Natural Science, 9 credits

Must include: 3 credits in the physical or biological sciences

Humanities, 9 credits

Must include: HUM 115

Social Science, 9 credits

Additional Liberal Arts, 4 credits

A Track must include: GEN 201

B Track must include: GEN 127

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must 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 AAITT

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Accelerated Pathway (A Track) students who meet the following criteria may satisfy the HUM 115 requirement with transfer coursework:
 - Students transferring to UoPX with a regionally accredited Associate of Arts degree from a community college.

- Students transferring to UoPX with an Associate's Degree from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Additional Residency Requirements and Course Waivers for the AAITT

The 18 credit Information Systems and Technology Electives requirement may be satisfied by any of the following means:

- Lower Division UOPX IS&T coursework
- Previously completed Lower or Upper Division coursework from the College of IS&T.
- Lower Division Certificate from the College of IS&T approved in the student's state or jurisdiction.

- Lower or Upper Division Information Technology transfer coursework that is acceptable for transfer and was completed within the past five (5) years from current program enrollment agreement sign date with a grade of C or better.
- Lower or Upper Division Information Technology National Testing Program exams that are acceptable for transfer and were completed within the past five (5) years from current program enrollment agreement sign date.
- Lower or Upper Division Information Technology American Council on Education recommended (Military) credits that are acceptable for transfer and were completed within the past five (5) years from current program enrollment agreement sign date.
- Lower or Upper Division Information Technology Prior Learning Assessment (PLA) credits awarded to activities completed within the past five (5) years from current program enrollment agreement sign date.

Re-entry for the AAITT

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 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 representative for more information.

The Bachelor of Science in Information Technology (BSIT) program provides the knowledge to successfully apply information technology theory and principles to address real world business opportunities and challenges. The program covers fundamental and advanced knowledge in core technologies such as systems integration, web systems, network architecture, database design, information security, programming and other supporting IT principles.

The program provides the opportunity to specialize through the selection of University of Phoenix IT academic certificates, aligned to industry certifications, to support IT career goals.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology

graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply key principles of systems analysis and design to selected business processes within the organization in order to implement effective information systems. (BSA - Business Systems Analysis)
- Students will be able to design and develop key database structures meeting selected business requirements for effective storage and retrieval of information. (DBM - Database Management)
- Students will be able to explain implementation, integration and maintenance for IT applications to support selected business processes. (INT - Integration)
- Students will be able to explain information systems security that will comply with key requirements of accepted industry standards to support and improve the security of an organization's systems. (ISS - Information Systems Security)
- Students will be able to explain select network and telecommunications technologies that will comply with key requirements of accepted industry standards to improve organizational network communications. (NTC - Networking)
- Students will be able to explain and develop an effective IT project plan using selected accepted project management standards to manage projects in a cost-effective manner. (PPL - Project Planning)
- Students will be able to design and develop computer programs using standards promoted by the Association of Software Professionals (ASP) to promote the quality and effectiveness of programs. (PRG - Programming)
- Students will be able to design and develop a website using selected professional web design principles and standards to facilitate the professional appearance of an organization. (WEB - Web development)

Program Category Requirements for the BSIT

Some courses require prerequisites. Prerequisites and course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Systems Integration, 6 total credits

CIS 207 ~.....	3 credits
Information Systems Fundamentals	
CMGT 445 ~.....	3 credits

Application Implementation

WEB 240 ~.....	3 credits
Web Design Fundamentals	

Networking, 3 total credits

NTC 362 ~	3 credits
Fundamentals of Networking	

Information Management, 3 total credits

DBM 380 ~	3 credits
Database Concepts	

Security, 3 total credits

CMGT 400 ~	3 credits
Intro to Information Assurance & Security	

Programming, 3 total credits

PRG 420 ~.....	3 credits
Java Programming I	

Supporting IT Principles, 9 total credits

BSA 375 ~	3 credits
Fundamentals of Business Systems Development	

CMGT 410 ~.....	3 credits
Project Planning & Implementation	

PRG 211 ~.....	3 credits
Algorithms and Logic for Computer Programming	

Enhanced Math, 3 total credits

MTH 221 ~	3 credits
Discrete Math for IT	

MTH 280 ~	3 credits
Calculus I	

Information Systems and Technology Electives, 15 total credits

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

General Information for the BSIT

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

En-Route Credentials for the BSIT

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 and/or upper division certificate. Listed below are all of the possible en-route credentials:

- Advanced Multimedia Development Certificate (Undergraduate)
- Advanced Software Developer Certificate (Undergraduate)
- Advanced Cyber Security Certificate (Undergraduate)

- Advanced Networking Certificate
- Associate of Arts with a Concentration in Information Technology

Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the 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, or completion of the HiSET examination with a passing score.
 - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
 - Applicants must be currently employed or have access to a work environment.
 - Signed Hardware/Software Agreement
 - Students who have previously completed a regionally accredited Associate of Arts or Associate of Science degree from a Community College will be eligible to apply all of the credits earned for the associate degree towards the lower division general education and elective requirements at University of Phoenix. The transfer coursework will be applied as a block at the time of admission to the program.
- Students utilizing this policy will need to meet the following conditions:
- Satisfy the Accelerated Pathway entry course sequence (GEN 201 and HUM 115), unless otherwise stated in policy.
 - Satisfy the MTH 220 General Education requirement.
 - Complete a minimum of 15 credits of upper division Information Technology elective coursework or enroll in an en-route upper division Information Technology certificate approved in the student's state or jurisdiction.
 - Meet all prerequisite or state specific content requirements as outlined in the Academic Progression, Preferred Course Sequence, and General Education Requirements policy sections for their BSIT program.

Degree Requirements for the BSIT

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Required Course of Study - 33 credits
 - Information Systems and Technology Electives - 15 credits

- Electives - 6 credits
- Upper Division Electives - 21 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Information Technology

General Education Requirements for the BSIT

A minimum of 45 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: ENG 147

Mathematics, 6 credits

(Must include MTH 220, equivalent, or higher)

Science & Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

(Must include: HUM 115)

Social Science, 6 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

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

Graduate coursework from the College of Information Systems and Technology may be completed as an option to satisfy credits within the Upper Division Elective requirement.

General Education Requirements for the BSIT for Minnesota Students

A minimum of 45 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: ENG 147

Mathematics, 6 credits

Must include MTH 220, equivalent, or higher

Natural Science, 6 credits

Humanities, 6 credits

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Component, 9 credits

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.

Graduate coursework from the College of Information Systems and Technology may be completed as an option to satisfy credits within the Upper Division Elective requirement.

General Education Requirements for the BSIT for Minnesota Students obtaining an Associates En-Route Credential

A minimum of 45 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: ENG 147

Mathematics, 6 credits

Must include MTH 220, equivalent, or higher

Natural Science, 9 credits

Humanities, 9 credits

Must include: HUM 115

Social Science, 9 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Students are required to complete at least 1 credit in either Communication Arts, Social Science, Natural Science, Humanities, or Mathematics.

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

Graduate coursework from the College of Information Systems and Technology may be completed as an option to satisfy credits within the Upper Division Elective requirement.

Academic Progression Requirements for the BSIT

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
 - Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
 - Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
 - Transfer to UoPX with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
 - Transfer a Critical Thinking course of 2.67 credits or higher with a C- grade.
 - Previous completion of an Associate of Arts or higher degree from UOPX.
 - Previous completion of a Critical Thinking course with UOPX.
 - Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
 - Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
 - Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
 - Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
 - Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
 - Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
 - With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - UOPX Prior Learning Assessment,
 - National Testing Programs, and
 - ACE evaluated Military credits.
 - Satisfy University Proficiency Requirements
 - Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
 - Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
 - Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
 - Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
 - Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Additional Residency Requirements and Course Waivers for the BSIT

Students in this program may waive a maximum of 21 credits from

their required course of study.

The 15 credit Information Systems and Technology Electives requirement may be satisfied by any of the following means:

- Lower/Upper Division or Graduate IS&T University of Phoenix coursework.
- Previously completed Graduate coursework from the College of IS&T.
- Lower or Upper Division Certificate approved in the student's state or jurisdiction.
- Lower/Upper Division or Graduate Information Technology transfer coursework that is acceptable for transfer and was completed within the past five (5) years from current program enrollment agreement sign date with a grade of C- or better.
- Lower or Upper Division Information Technology National Testing Program exams that are acceptable for transfer and were completed within the past five (5) years from current program enrollment agreement sign date.
- Lower or Upper Division Information Technology American Council on Education recommended (Military) credits that are acceptable for transfer and were completed within the past five (5) years from current program enrollment agreement sign date.
- Lower or Upper Division Information Technology Prior Learning Assessment (PLA) credits awarded to activities completed within the past five (5) years from current program enrollment agreement sign date.

Re-entry for the BSIT

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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COLLEGE OF HEALTH PROFESSIONS

The College of Health Professions 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 stu-

dents with the insight and perspectives needed to support their specific career focus.

School of Health Services Administration

As the health care industry expands and evolves at a rapid rate, jobs in health care administration (the "business" side of health care) are expected to increase by 23 percent between 2012 and 2022.¹

Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix® School of Health Services Administration will equip you with the leading-edge training you need to succeed in today's dynamic health care environment-and to effectively tackle all of tomorrow's challenges.

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 representative 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 prepares the graduate with the foundational knowledge needed to enter today's challenging health industry. The BSHA curriculum addresses 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, risk and quality management, human resources, and information systems. Upon completion of the core curriculum health care students have the opportunity to select an area of focus 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>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to analyze a health care organization from a market-based perspective.
- Students will be able to analyze financial and economic issues in the health care industry.

- Students will be able to explain the application of risk and quality management concepts in the health care industry.
- Students will be able to analyze the utilization and application of technology within a health care organization.
- Students will be able to apply management and adaptable leadership skills in the health care industry.

BSHA Foundation Courses

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 120 ~	3 credits
Medical Terminology for Health Care Professionals	
HCS 131 ~	3 credits
Business Communication Skills for Health Care Professionals	
HCS 235 ~	3 credits
Health Care Delivery in the U. S.	
HCIS 140 ~.....	3 credits
Fundamentals of Electronic Health Records	

BSHA Core Courses

HCS 305 ~	3 credits
Health Care Professional Development	
HCS 335 ~	3 credits
Health Care Ethics and Social Responsibility	
HCS 325 ~	3 credits
Health Care Management	
HCS 370 ~	3 credits
Organizational Behavior	
HCS 341 ~	3 credits
Human Resources in Health Care	
HCS 380 ~	3 credits
Health Care Accounting	
HCS 385 ~	3 credits
Health Care Finance	
HCS 490 ~	3 credits
Health Care Consumer - Trends and Marketing	
HCS 457 ~	3 credits
Public and Community Health	
HCS 483 ~	3 credits
Health Care Information Systems	
HCS 451 ~	3 credits
Health Care Quality Management and Outcomes Analysis	
HCS 465 ~	3 credits
Health Care Research Utilization	

HCS 499 ~.....3 credits

Health Care Strategy Capstone

BSHA Health Administration Electives

The electives below are intended for students earning their Associates en-route to the BSHA or students pursuing the BSHA with no en-route credential.

Students may satisfy the 15 credit Upper Division Health Administration Electives using the courses below and their respective equivalencies. Students earning a certificate en-route will fulfill the 15 credit Upper Division Health Administration Electives using the certificate coursework.

HCS 430 ~.....3 credits

Legal Issues in Health Care: Regulation and Compliance

HCS 446 ~.....3 credits

Facility Planning

HCS 455 ~.....3 credits

Health Care Policy: The Past and the Future

HCS 456 ~.....3 credits

Risk Management

HCS 475 ~.....3 credits

Leadership and Performance Development

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

General Information for the BSHA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.

- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).

- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).

- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

En-Route Credentials for the BSHA

- 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 and/or upper division certificate. Listed below are all of the possible en-route credentials:

- Emergency Management Certificate
- Long Term Care Certificate

- Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement

- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSHA

All applicants are expected to meet the following admissions requirements:

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

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

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

- Applicants to the BSHA completing the Emergency Management Certificate (BSHA/EMY) en-route must be currently employed in or have prior employment experience, within the last five (5) years, in an Emergency Management position such as Emergency Medical Technician (EMT), First Responder, firefighter, or other emergency personnel.
Effective 10/1/2015 Applicants to the BSHA completing the Emergency Management Certificate (BSHA/EMY) en-route must be currently employed in or have one (1) year minimum of prior employment experience in the last five (5) years 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:

- General Education - 45 credits
- Required Course of Study (BSHA) - 51 credits
- Upper Division Health Administration Electives - 15 credits
- Electives - 9 credits

- A minimum of 42 upper division credits.

- A minimum grade point average (GPA) of 2.0.

- The diploma awarded for this program will read as:
Bachelor of Science in Health Administration

General Education Requirements for the BSHA

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

A Track must include: ENG 220, 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: HCS 245

Humanities, 6 credits

Must include: HUM 115

Social Science, 6 credits

Additional Liberal Arts, 6 credits

A Track must include: GEN 201

B Track must include: GEN 127

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

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

Bachelor of Science in Health Administration students who want to transition into the Masters of Health Administration (MHA) degree program may complete a maximum of six (6) graduate-level credits as part of their Elective requirement. These courses may only be taken after the completion of the required course of study.

Students may select a maximum of six (6) credits from the following MHA courses to fulfill their elective credits. A minimum grade of "B" is required in the courses listed below.

HCI 500 ~ 3 credits

Concepts of Health Care Informatics

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

Academic Progression Requirements for the BSHA

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
 - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
 - Transfer to UoPX with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
- Transfer a Critical Thinking course of 2.67 credits or higher with a C- grade.
- Previous completion of an Associate of Arts or higher degree from UOPX.
- Previous completion of a Critical Thinking course with UOPX.
- Non-pathway students may not enroll in HUM 115 to satisfy programmatic prerequisites, general education, or elective requirements.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN/127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
 - Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.

- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.
- Effective for new Enrollment Agreements Signed 7/1/2015 and thereafter: Students must successfully complete a minimum of 24 general education credits prior to entry into the first required course of study course. The 24 credits may be satisfied using UOPX coursework or applied transfer credit.

The 24 general education credits must consist of:

- 6 credits in Communication Arts
- 3 credits in Humanities
- 6 credits in Social Science
- 3 credits in Science/Technology
- 3 credits in Physical/Biological Science
- 3 credits in Liberal Arts

- Minnesota students and Minnesota residents attending Online: Effective for new Enrollment Agreements Signed 7/1/2015 and thereafter: Students must successfully complete a minimum of 24 general education credits prior to entry into the first required course of study course. The 24 credits may be satisfied using UOPX coursework or applied transfer credit.

The 24 general education credits must consist of:

- 6 credits in Communication Arts
- 3 credits in Humanities
- 6 credits in Social Science
- 6 credits in Natural Science
- 3 credits in Liberal Arts

Minimum Grade Requirements for the BSHA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in course listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
 - HCS 499 Health Care Strategy Capstone
- 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 BSHA program.

Additional Residency Requirements and Course Waivers for the BSHA

Students in this program may waive a maximum of 15 upper division credits from their required course of study.

Students may also waive 12 lower division credits from the required course of study.

The Upper Division Health Administration Elective requirement may be satisfied by any of the following means:

- Approved UOPX Health Administration Elective coursework.
- Upper division Certificate approved in the student's state or jurisdiction.

The following course(s) may not be waived: HCS 305, HCS 499

Re-entry for the BSHA

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to com-

plete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

The Bachelor of Science in Health Administration (Maryland-Online)

The following Bachelor of Science in Health Administration (BSHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to analyze a health care organization from a market-based perspective.
- Students will be able to analyze financial and economic issues in the health care industry.
- Students will be able to explain the application of risk and quality management concepts in the health care industry.
- Students will be able to analyze the utilization and application of technology within a health care organization.
- Students will be able to apply management and adaptable leadership skills in the health care industry.

BSPA Foundation Courses

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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	

BSPA Required Course of Study

HCS 320 ~	3 credits
Health Care Communication Strategies	
HCS 325 ~	3 credits
Health Care Management	
HCS 335 ~	3 credits
Health Care Ethics and Social Responsibility	
HCS 341 ~	3 credits
Human Resources in Health Care	
HCS 483 ~	3 credits
Health Care Information Systems	
HCS 490 ~	3 credits
Health Care Consumer - Trends and Marketing	
HCS 405 ~	3 credits
Health Care Financial Accounting	
HCS 440 ~	3 credits
Economics: The Financing of Health Care	
HCS 465 ~	3 credits
Health Care Research Utilization	
HCS 451 ~	3 credits
Health Care Quality Management and Outcome Analysis	
Students must select one emphasis in a particular area of study at the time of enrollment.	

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

Emphasis in Health Management

This emphasis is designed to expand the students' health care management focus. Courses will include content in leadership theory, the legal and regulatory aspects in health care, facility planning, community health as well as an introduction to health care policy.

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

HCS 457 ~	3 credits
Public and Community Health	
HCS 430 ~	3 credits
Legal Issues in Health Care: Regulation and Compliance	
HCS 475 ~	3 credits
Leadership and Performance Development	
HCS 455 ~	3 credits

Health Care Policy: The Past and the Future

HCS 446 ~	3 credits
Facility Planning	
HCS 449 ~	3 credits

Health Administration Capstone**Emphasis in Emergency Management**

This emphasis is designed for EMTs, First Responders, Firefighters, or any other emergency personnel that want to expand their knowledge and skills related to emergency management. Focus will be on principles of emergency management, managing emergency response operations, and planning and preparedness of emergency situations.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will create emergency operations plans from a community perspective to mitigate, prepare, respond and recover from natural and man-made disasters.
- Students will apply leadership and management skills to all aspects of emergency services.
- Students will evaluate research related to emergency services to prepare the community for all phases of emergency management.

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 320 ~

3 credits

Emergency Preparedness and Planning

EMC 350 ~

3 credits

Managing Emergency Response Operations

HCS 449 ~

3 credits

Health Administration Capstone**Emphasis in Long Term Care**

As the needs of the long-term care population evolve, there is a growing market for long-term care products and services. The long-term care certificate focuses on increasing the knowledge and skills essential to work with various populations across the life span that require long-term care. Courses focus on long-term care administration, health and wellness, legal issues and perspectives, programs and services, as well as alternative living environments for populations that require long-term care.

For more information about our graduation 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>.

Program Purpose

This 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. This concentration is designed to increase skills that are essential when working with various populations requiring long-term care. This program does not prepare students for any type of licensure or certification in any state.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply concepts of long-term care administration within the industry.
- Students will analyze health and wellness concepts to address the needs of various LTC populations.
- Students will integrate ethical principles into all aspects of the LTC industry.
- Students will explain products and services to address the needs of various LTC populations.

HCS 437 3 credits

Long-term Care Administration

HCS 433 ~ 3 credits

Dimensions of Health and the Older Adult

LTC 315 ~ 3 credits

Alternative Living Environments

LTC 328 ~ 3 credits

Legal Perspectives in Aging

LTC 310 ~ 3 credits

Social and Community Related Programs and Services

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

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.
- Applicants to the Emergency Management emphasis (BSHA/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 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, 6 credits

Mathematics, 6 credits

Science & 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, 6 credits

Interdisciplinary Component, 18 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 proceeding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the BSHA

- Applicants to this program will be required to follow the university's First-Year Sequence policies. Students required to enter the First-Year Sequence will complete GEN 195 as the first course in their program. Students not required to enter the First-Year Sequence will complete GEN 200 as the first course in their program.

- With the exception of course requirements outlined in the First-Year Sequence policies, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited transfer coursework (C- or higher grade),
 - UOPX Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework, certain program areas must be satisfied before students can progress to others.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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 (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

Re-entry for the BSHA

With the exception of BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required

to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

The Bachelor of Science in Health Administration (Certificate Track) (Maryland-Online)

The following Bachelor of Science in Health Administration (Certificate Track) (BSHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduat-

ing students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to analyze a health care organization from a market-based perspective.
- Students will be able to analyze financial and economic issues in the health care industry.
- Students will be able to explain the application of risk and quality management concepts in the health care industry.
- Students will be able to analyze the utilization and application of technology within a health care organization.
- Students will be able to apply management and adaptable leadership skills in the health care industry.

BSHA Foundation Courses (Certificate Track)

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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 320 ~	3 credits
Emergency Preparedness and Planning	
EMC 350 ~	3 credits
Managing Emergency Response Operations	
HCS 449 ~	3 credits
Health Administration Capstone	

Emphasis in Long Term Care (Certificate Track)

As the needs of the long-term care population evolve, there is a growing market for long-term care products and services. The long-term care certificate focuses on increasing the knowledge and skills essential to work with various populations across the life span that require long-term care. Courses focus on long-term care administration, health and wellness, legal issues and perspectives, programs and services, as well as alternative living environments for populations that require long-term care.

For more information about our graduation 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>.

Program Purpose

This 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. This concentration is designed to increase skills that are essential when working with various populations requiring long-term care. This program does not prepare students for any type of licensure or certification in any state.

HCS 437	3 credits
Long-term Care Administration	
HCS 433 ~	3 credits
Dimensions of Health and the Older Adult	
LTC 315 ~	3 credits
Alternative Living Environments	
LTC 328 ~	3 credits
Legal Perspectives in Aging	
LTC 310 ~	3 credits
Social and Community Related Programs and Services	
HCS 449 ~	3 credits
Health Administration Capstone	

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

General Information for the BSHA (Certificate Track)

The Certificate Track bachelors programs are designed to be an option for students to earn a certificate en-route to earning the bachelors degree.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with an emphasis in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the bachelors program.

Additional Admission Requirements for the BSHA (Certificate Track)

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.
- Applicants to the Emergency Management emphasis (BSHA / EMC) must be currently employed in or have prior employment experience in an Emergency Management position such as Emergency Medical Technician (EMT), First Responder, firefighter, or other emergency personnel.

Degree Requirements for the BSHA (Certificate Track)

- Completion of a minimum of 120 credits that include the following distribution:
 - A minimum of 48 upper division credits.

- A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.0.
- Students may earn a certificate in the same area of focus as the emphasis en route to completing the bachelor degree. Students may apply for certificate 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: GEN 200, HCS 433, HCS 437, LTC 310, LTC 315, LTC 328
- Students can only earn one certificate en-route to completing the undergraduate program.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
Bachelor of Science in Health Administration

Academic Progression Requirements for the BSHA (Certificate Track)

- Applicants to this program will be required to follow the university's First-Year Sequence policies. Students required to enter the First-Year Sequence will complete GEN 195 as the first course in their program. Students not required to enter the First-Year Sequence will complete GEN 200 as the first course in their program.
- With the exception of course requirements outlined in the First-Year Sequence policies, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited transfer coursework (C- or higher grade),
 - UOPX Prior Learning Assessment
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework, certain program areas must be satisfied before students can progress to others.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
-Completed within ten years of enrollment

- Grade of C- or better (or academic equivalent)
- At least 2.67 semester credits
- Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Additional Residency Requirements and Course Waivers for the BSHA (Certificate Track)

Students in this program may waive a maximum of eighteen (18) upper division credits from their required course of study (national testing program credit, prior learning credit, and military credit may not be used to waive with or without credit coursework in the required course of study).

Students 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, 6 credits

A track must include: COMM 215, equivalent or higher

B Track must include: COM 170 and COM 172

Mathematics, 6 credits

Must include: MTH 209 or higher

Science & Technology, 6 credits

B Track must include: SCI 163

Must include at least 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, 6 credits

Interdisciplinary Component, 18 credits

B Track must include: FP 120

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

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

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

Re-entry for the BSHA (Certificate Track)

With the exception of BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24

credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

School of Nursing

Programs in the School of Nursing 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. In an era of unprecedented and disruptive change in the health care industry—from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment—today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions.

Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix® School of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- School of Nursing Programs

The Bachelor of Science in Nursing and Master of Science in Nursing programs at University of Phoenix are accredited by the Commission on Collegiate Nursing Education (CCNE) One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

<http://www.aacn.nche.edu/ccne-accreditation>

International Nursing Honor Society

The mission of Sigma Theta Tau International (STTI) is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, School of Nursing is a member of the Omicron Delta chapter of STTI, a virtual chapter that support members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Undergraduate students must have completed at least 1/2 of the nursing curriculum, rank in the upper 35 percent of his/her graduating class, achieved academic excellence (at least a 3.0 on a 4.0 grade point average scale) and met the expectation of academic integrity. Graduate students must have completed at least 1/4 of the nursing curriculum, achieved academic excellence (at least 3.5 on a 4.0 grade point average scale) and met the expectation of academic integrity.

STTI has more than 135,000 active members who reside in more than 85 countries. There are roughly 500 chapters at approximately 695 higher education institutions. To learn more about STTI visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at <http://www.omicron-delta.net>.

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid

and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, VA, and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of each program handbook chapter) will be required to meet with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

For Students signing an enrollment agreement 10/1/2015 or later:

Students are permitted one retake of a nursing course due to non-passing grades. Students who fail to achieve the minimum grade on a second course will be scholastically suspended and permanently withdrawn from their nursing program.

Drug Testing

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 drug screen plus an alcohol drug test.

1. 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.
2. Prior to being assigned to a clinical placement and as a prerequisite site 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.
3. The College of Health Professions, School 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.
4. 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.
5. 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.
6. 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.
7. 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).
8. 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.
9. 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.
10. University of Phoenix, College of Health Professions, School of Nursing, campus officials may be required to report all failed drug

tests to each State Board of Nursing in which the student holds a nursing license or certificate. Campus officials shall report test results to all applicable State Boards of Nursing as described in the applicable Board's statutes and/or regulations.

Bachelor of Science in Nursing

The following Bachelor of Science in Nursing (BSN) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Nursing (BSN), accredited by the Commission of Collegiate Nursing Education* (CCNE), is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse's role as researcher, practitioner, and leader. Using human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to patient outcomes and health care systems. The Bachelor of Science in Nursing degree program has a 38-credit required course of study. The required course of study includes a capstone course that synthesizes baccalaureate student learning outcomes. The required course of study fulfills only part of the 120-minimum-credit requirement for degree completion. *Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202-887-6791

For more information about our graduation 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>.

Program Purpose

The Registered Nurse to Bachelor of Science in Nursing is a post-licensure education program designed for nurses with current RN licensure who wish to obtain a bachelor's degree in the professional field of nursing. The program is designed to develop the professional knowledge and skills of registered nurses and prepare them as generalists who are able to apply critical thinking, professional skills, and knowledge to client outcomes and health care systems.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will integrate ethical values and respect for cultural diversity in safe patient-centered health care delivery and practice in a variety of health care settings.
- Students will apply theories, knowledge and the nursing process to provide safe patient-centered care in a variety of health care settings.

- Students will apply health promotion and disease management principles that integrate evidenced-based nursing knowledge to ensure safe patient-centered care.
- Students will integrate professional nursing leadership roles as designer, manager and coordinator of safe patient-centered care in a variety of health care settings.
- Students will use health care equipment, technology, communication devices and information systems to provide safe patient-centered care in a variety of health care settings.
- Students will analyze the effect of health care policy, regulatory, legal, economic and sociocultural environments on health care delivery and practice in a variety of health care settings.
- Students will integrate professional role as educator in health care delivery and practice in a variety of health care settings.

Required Course of Study for the BSN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 301	3 credits
Transition to Baccalaureate Studies	
HSN 375 ~	3 credits
Informatics for Patient-Centered Care	
NSG 397 ~	3 credits
Professional Nursing Role	
NSG 415 ~	3 credits
Theory-Based Nursing Practice	
NSG 425 ~	4 credits
Nursing Ethics and Professionalism	
NSG 455 ~	3 credits
Evidence-Based Practice and Statistics	
NSG 467 ~	4 credits
Influencing Quality Improvement	
HSN 475 ~	3 credits
Health Policy and Finance	
NSG 478 ~	4 credits
Promoting Healthy Communities	
NSG 485 ~	4 credits
Public Health: Health Promotion and Disease Prevention	
NSG 495 ~	4 credits
Senior Leadership Project	
Upper Division Coursework	6 credits

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

State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama. Applicants for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing

to enter practice. www.abn.alabama.gov

Additional Admission Requirements for the BSN

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must 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 US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
- 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.
- 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.
- 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 distribution:
 - A minimum of 44 upper division credits.
 - A maximum of 76 lower division credits
- A minimum grade point average (GPA) of 2.0.

- 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

Academic Progression Requirements for the BSN

- All students enrolling in the BSN program will take NSG 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 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.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within five years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within five years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NSG 425, NSG 467, NSG 478, NSG 485, NSG 495.
- 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.

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. 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: HSN 375, HSN 475, NSG 301, NSG 397, NSG 415, NSG 425, NSG 455, NSG 467, NSG 478, NSG 485
- Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of "B-" (2.5) in the Senior Leadership Project course. A "C+" grade is not acceptable. Students who fail to receive a minimum grade of "B-" will be scholastically disqualified from the University: NSG 495
- Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course from the lists above. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- 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 the minimum grade requirement on the second attempt, the student will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.

Residency Requirements and Course Waivers for the BSN

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 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.

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

The following courses in the Required Course of Study may not be waived: NSG 397, NSG 415, NSG 425, NSG 455, NSG 467, NSG 478, NSG 485, NSG 495

General Education Requirements for the BSN

A minimum of 52 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

ENG 220, equivalent or higher

Mathematics, 6 credits

MTH 209, equivalent or higher

Natural/Physical Sciences, 12 credits

Humanities, 6 credits

Social Science, 6 credits

Interdisciplinary Requirements, 16 credits

Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study and credits that apply to other areas of general education or the nursing Required Course of Study. Students may be able to apply additional Lower Division nursing content credits towards the interdisciplinary component exceeding 30 total LD nursing credits in transfer.

Physical Education activity credits are limited to four (4) credits.

Six (6) credits must be Upper Division.

Six (6) upper division RN to BSN pathway course credits may be applied to the interdisciplinary category.

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

Nursing Pathway for BSN

Bachelor of Science in Nursing students who want to transition into the University's Master of Science in Nursing (MSN) or (MSN/MHA) degree programs may complete two (2) of the following courses as part of their upper division elective credits which are required for degree completion. The nursing pathway courses may be taken only after completion of the required course of study.

All MSN pathway courses must be completed with a grade of 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 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 School of Nursing.

Re-entry for the BSN

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Bachelor of Science in Nursing/International

The following Bachelor of Science in Nursing (BSN-I) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This program is intended for Registered Nurses living outside the US and not considered US residents. The Bachelor of Science in Nursing (BSN), accredited by the Commission of Collegiate Nursing Education* (CCNE), is a program designed to develop the pro-

fessional 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 researcher, practitioner, and leader. Using human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to patient outcomes and health care systems. The Bachelor of Science in Nursing degree program has a 38-credit required course of study. The required course of study includes a capstone course that synthesizes baccalaureate student learning outcomes. The required course of study fulfills only part of the 120-minimum-credit requirement for degree completion. *Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC

For more information about our graduation 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-I

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 301.....	3 credits
Transition to Baccalaureate Studies	
HSN 375 ~	3 credits
Informatics for Patient-Centered Care	
NSG 397 ~	3 credits
Professional Nursing Role	
NSG 415 ~	3 credits
Theory-Based Nursing Practice	
NSG 425 ~	4 credits
Nursing Ethics and Professionalism	
NSG 455 ~	3 credits
Evidence-Based Practice and Statistics	
NSG 467 ~	4 credits
Influencing Quality Improvement	
HSN 475 ~	3 credits
Health Policy and Finance	
NSG 478 ~	4 credits
Promoting Healthy Communities	
NSG 485 ~	4 credits
Public Health: Health Promotion and Disease Prevention	
NSG 495 ~	4 credits
Senior Leadership Project	
Upper Division Coursework.....	6 credits
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for the BSN-I

All applicants are expected to meet the following admissions requirements:

- Applicants must be residents outside of the United States or approved US Territories. Program will be offered only through the Online Campus.
- Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
- 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 Verification 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.
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

Degree Requirements for the BSN-I

- Completion of a minimum of 120 credits that include the following distribution:
 - A minimum of 44 upper division credits.
 - A maximum of 76 lower division credits
- A minimum grade point average (GPA) of 2.0.
- 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-I

- All students enrolling in the BSN program will take NSG 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 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.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement

- Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within five years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within five years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and /or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NSG 425, NSG 467, NSG 478, NSG 485, NSG 495.
- 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.

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. 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: HSN 375, HSN 475, NSG 301, NSG 397, NSG 415, NSG 425, NSG 455, NSG 467, NSG 478, NSG 485
- Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of "B-" (2.5) in the Senior Leadership Project course. A "C+" grade is not acceptable. Students who fail to receive a minimum grade of "B-" will be scholastically disqualified from the University: NSG 495
- Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course from the lists above. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

- 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 the minimum grade requirement 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, 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.

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

The following courses in the Required Course of Study may not be waived: NSG 397, NSG 415, NSG 425, NSG 455, NSG 467, NSG 478, NSG 485, NSG 495

General Education Requirements for the BSN-I

A minimum of 52 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

ENG 220, equivalent or higher

Mathematics, 6 credits

MTH 209, equivalent or higher

Natural/Physical Sciences, 12 credits

Humanities, 6 credits

Social Science, 6 credits

Interdisciplinary Requirements, 16 credits

Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study and credits that apply to other areas of general education or the nursing Required Course of Study. Students may be able to apply additional Lower Division nursing content credits towards the interdisciplinary component exceeding 30 total LD nursing credits in transfer.

Physical Education activity credits are limited to four (4) credits.

Six (6) credits must be Upper Division.

Six (6) upper division RN to BSN pathway course credits may be applied to the interdisciplinary category.

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

Nursing Pathway for BSN-I

Bachelor of Science in Nursing students who want to transition into the University's Master of Science in Nursing (MSN) or (MSN/MHA) degree programs may complete two (2) of the following courses as part of their upper division elective credits which are required for degree completion. The nursing pathway courses may be taken only after completion of the required course of study.

All MSN 006 pathway courses must be completed with a grade of 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 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 School of Nursing.

Re-entry for the BSN-I

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).

- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Bachelor of Science in Nursing Partner

The following Bachelor of Science in Nursing Partner (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 representative for more information.

The Bachelor of Science in Nursing (BSN), accredited by the Commission of Collegiate Nursing Education (CCNE), is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse's role as caregiver, teacher, and leader. Utilizing human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to client outcomes and health care systems. Registration in the partnership program is limited to students who are following the program of study as outlined by the community college partnership(s): Gateway Community College.

* 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>.

Program Purpose

This program is a post-licensure education program designed for nurses with current RN licensure who wish to obtain a Bachelor's degree in the professional field of nursing. The program is designed to develop the professional knowledge and skills of registered nurses and prepare them as generalists who are able to apply critical thinking, professional skills, and knowledge to client outcomes and health care systems.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will integrate ethical values and respect for cultural diversity in safe patient-centered health care delivery and practice in a variety of health care settings.

- Students will apply theories, knowledge and the nursing process to provide safe patient-centered care in a variety of health care settings.
- Students will apply health promotion and disease management principles that integrate evidenced-based nursing knowledge to ensure safe patient-centered care.
- Students will integrate professional nursing leadership roles as designer, manager and coordinator of safe patient-centered care in a variety of health care settings.
- Students will use health care equipment, technology, communication devices and information systems to provide safe patient-centered care in a variety of health care settings.
- Students will analyze the effect of health care policy, regulatory, legal, economic and sociocultural environments on health care delivery and practice in a variety of health care settings.
- Students will integrate professional role as educator in health care delivery and practice in a variety of health care settings.

Required Course of Study for the BSN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HSN 302 3 credits

Undergraduate Nursing Studies

NSG 391 ~ 3 credits

Professional Nursing Practice

Upper Division Humanities Elective 3 credits

NUR 440CC ~ 3 credits

Health Assessment and Promotion for Vulnerable Populations

HSN 251 3 credits

Critical Thinking

Upper Division Elective 3 credits

NUR 443CC ~ 3 credits

Evidence-Based Nursing Research and Practice

NUR 405CC ~ 4 credits

Healthy Communities: Theory and Practice

NUR 408CC ~ 4 credits

Epidemiology: Global and Public Health

NUR 492CC ~ 4 credits

Senior Practicum: Leadership and Management

The following courses will be waived with coursework from the partner institution:

HCS 350 3 credits

Health Care Communication

HCS 438 3 credits

Statistical Applications

HCS 478 3 credits

Health Law and Ethics

HCS 482 3 credits

Health Care Informatics

NUR 403 3 credits

Theories and Models of Nursing Practice

NUR 427 3 credits

Health and Chronic Disease Management

The University reserves the right to modify the required course of study. All grades of "F" or grades not meeting minimum specific

course grade requirements must be repeated.

Additional Admission Requirements for the BSN

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Current employment is not a requirement for admission.
- Completion of an associate degree in nursing from an approved RN-BSN transfer partner institution.
- 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
- Students must complete HSN 302, NSG 391 and NUR 440CC as a Non-Degree student with UOPX with a C or better as part of their associate degree progression with the partner institution and prior to admission to University of Phoenix.

Degree Requirements for the BSN

- Completion of a minimum of 120 credits that include the following:
 - A minimum of 30 upper division credits.
 - A maximum of 90 lower division credits
 - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
- A minimum program grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Academic Progression Requirements for the BSN

- All students enrolling in the BSN Partner program will take NUR 443CC 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 program courses.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within five years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within five years of enrollment.

- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NUR 405CC, NUR 408CC, and NUR 492CC.
- 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.

Candidacy Status for the BSN

The School of Nursing 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.
- All Level 2 Candidate Status requirements must be completed and posted to the student's academic record prior to starting NUR 405CC. Review for Level 2 Candidacy will be based on the following items:
 - Documentation of a permanent valid, unrestricted, unencumbered RN license.
 - Completion of all general education credits.

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: HSN 302, NSG 391, NUR 405CC, NUR 408CC, NUR 440CC, NUR 443CC, and NUR 492CC.

Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course from the list above. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.

Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:

- Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
- Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the BSN

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 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 18 credits from their required course of study using their associates degree in nursing from an approved partner institution. The following courses will be waived with coursework from the partner institution: HCS 350, NUR 403, NUR 427, HCS 438, HCS 478, and HCS 482. Students in this program are not eligible to waive any additional courses from the required course of study.

The following courses in the Required Course of Study may not be waived or satisfied with transfer coursework: HSN 251, HSN 302, NSG 391, NUR 405CC, NUR 408CC, NUR 440CC, NUR 443CC, NUR 492CC, Upper Division Elective, and Upper Division Humanities.

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

Must include COMM 215, equivalent or higher.

Mathematics, 6 credits

Must include MTH 209, equivalent or higher.

Natural/Physical Sciences, 12 credits

Humanities, 6 credits

Students will fulfill the Humanities content requirement by completing HSN 251 and a 3-credit upper division Humanities Elective as part of the required course of study. Students may use excess general education or elective credit to satisfy the six required Humanities General Education credits.

Social Science, 6 credits

Interdisciplinary Component, 18 credits

Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study and credits that apply to other areas of general education or the nursing Required Course of Study.

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.

Re-entry for the BSN

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Bachelor of Science in Nursing Partner (California)

The following Bachelor of Science in Nursing Partner (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 representative for more information.

The Bachelor of Science in Nursing (BSN), accredited by the Commission of Collegiate Nursing Education (CCNE), is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse's role as caregiver, teacher, and leader. Utilizing human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to client outcomes and health care systems.

* 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>.

Program Purpose

This program is a post-licensure education program designed for nurses with current RN licensure who wish to obtain a Bachelor's degree in the professional field of nursing. The program is designed to develop the professional knowledge and skills of registered nurses and prepare them as generalists who are able to apply critical thinking, professional skills, and knowledge to client outcomes and health care systems.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will integrate ethical values and respect for cultural diversity in safe patient-centered health care delivery and practice in a variety of health care settings.

- Students will apply theories, knowledge, and the nursing process to provide safe patient-centered care in a variety of health care settings.
- Students will apply health promotion and disease management principles that integrate evidenced-based nursing knowledge to ensure safe patient-centered care.
- Students will integrate professional nursing leadership roles as designer, manager, and coordinator of safe patient-centered care in a variety of health care settings.
- Students will use health care equipment, technology, communication devices, and information systems to provide safe patient-centered care in a variety of health care settings.
- Students will analyze the effect of health care policy, regulatory, legal, economic, and sociocultural environments on health care delivery and practice in a variety of health care settings.
- Students will integrate professional role as educator in health care delivery and practice in a variety of health care settings.

Preferred Sequence and Prerequisites for the BSN

The courses below make up the Required Course of Study for the BSN program and must be completed at University of Phoenix. Since this is a Pathway Partnership program, course requirements may be satisfied three different ways. As outlined below, some courses may be completed by the student in a Non-Degree status prior to admission to the program. Other courses may be waived using transfer coursework from the partnering institution. The remaining courses will be completed at University of Phoenix following admission to the BSN program.

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

The following courses will be taken at University of Phoenix:

HSN 302	3 credits
Undergraduate Nursing Studies	
NSG 391 ~	3 credits
Professional Nursing Practice	
NUR 440CC ~	3 credits
Health Assessment and Promotion for Vulnerable Populations	
Upper Division Non-Nursing Elective	6 credits
NUR 443CC ~	3 credits
Evidence-Based Nursing Research and Practice	
NUR 405CC ~	4 credits
Healthy Communities: Theory and Practice	
NUR 408CC ~	4 credits
Epidemiology: Global and Public Health	
NUR 492CC ~	4 credits
Senior Practicum: Leadership and Management	
The following courses will be waived with coursework from the partner institution:	
HCS 350	3 credits
Health Care Communication	
HCS 438.....	3 credits
Statistical Applications	
HCS 478.....	3 credits
Health Law and Ethics	
HCS 482.....	3 credits
Health Care Informatics	

NUR 403	3 credits
Theories and Models of Nursing Practice	
NUR 427	3 credits
Health and Chronic Disease Management	
Lower Division Nursing Elective	24 credits
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for the BSN

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Current employment is not a requirement for admission.
- Completion of an associate degree in nursing from an approved RN-BSN transfer partner institution.
- 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
- Students must complete HSN 302, NSG 391 and NUR 440CC as a Non-Degree student with UOPX with a C or better as part of their associate degree progression with the partner institution and prior to admission to University of Phoenix.

Candidacy Status for the BSN

The College of Nursing 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.

All Level 2 Candidate Status requirements must be completed and posted to the student's academic record prior to starting NUR/405CC. Review for Level 2 Candidacy will be based on the following items:

- Documentation of a valid, unrestricted, unencumbered RN license.
- Completion of all general education credits.

Degree Requirements for the BSN

- Completion of a minimum of 120 credits that include the following distribution:
 - A minimum of 30 upper division credits.
 - A maximum of 90 lower division credits
 - A minimum of 48 of the 120 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.0.
- 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 Partner program will take NUR 443CC 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 program courses.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within five years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within five years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NUR 405CC, NUR 408CC, and NUR 492CC.
- 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.

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. 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. These courses include: HSN 302, NSG 391, NUR 405CC, NUR 408CC, NUR 440CC, NUR 443CC, NUR 492CC.

Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course from the list above. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.

Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:

- Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.

- Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the BSN

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 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 18 credits from their required course of study using their associates degree in nursing from an approved partner institution. The following courses will be waived with coursework from the partner institution: HCS 350, NUR 403, NUR 427, HCS 438, HCS 478, and HCS 482. Students in this program are not eligible to waive any additional courses from the required course of study.
- The following courses in the Required Course of Study may not be waived or satisfied with transfer coursework: HSN 302, NSG 391, NUR 405CC, NUR 408CC, NUR 440CC, NUR 443CC, NUR 492CC, Upper Division Non-Nursing Elective.

General Education Requirements for the BSN

A minimum of 48 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Must include COMM 215, equivalent or higher.

Must include an oral communication course and a written communication course.

Mathematics, 6 credits

Must include MTH 209, equivalent or higher

Must include a statistics course

Natural/Physical Sciences, 12 credits

Humanities, 6 credits

Social Science, 6 credits

Must include 3 credits of psychology and 3 credits of sociology or anthropology

Additional Liberal Arts, 3 credits

Interdisciplinary Component, 9 credits

Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study and credits that apply to other areas of general education or the nursing Required Course of Study.

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.

Re-entry for the BSN

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

COLLEGE OF EDUCATION (*Online*)

The College of Education offers undergraduate programs designed for future educators combining content and pedagogical preparation. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to "impact student learning one educator at a time." Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements. The College of Education offers associate level degree programs designed to provide content knowledge in areas such as English/language arts, fine arts, math, science, and social studies, as well as foundational coursework in education.

Admission Requirements for University of Phoenix

All applicants are expected to meet the following admission requirements:

- Applicants whose native language is not English must have either:
 - achieved a minimum score of 213 on the computer-based test (CBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
 - or-
 - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
 - or-
 - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
 - or-
 - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
 - or-
 - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
 - or-
 - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
 - The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
 - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
- 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.
 - Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
 - Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

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

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

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

- Full and part-time students enrolled in a college, university or other institution of higher learning in Massachusetts must participate in a school sponsored health insurance plan, or an alternate plan with comparable coverage. All full and part-time students attending a Massachusetts local campus must complete the Student Health Insurance Plan Enrollment/

Acknowledgement form indicating either that they have either enrolled in the University's sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not complete the Enrollment/Acknowledgement form each calendar year may not enroll in further courses until the form has been completed and the student has appropriate health insurance coverage.

Students who begin their studies at campuses located in Hawaii are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

The Hawaii State Department of Health requires that all students attending school at a campus in this state 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.

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 representative 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>.

State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s). www.alsde.edu

Program Purpose

The Bachelor of Science in Education/Elementary Education is an undergraduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers and includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to

verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Introductory Course, 3 total credits

GEN 201 (A TRACK)	3 credits
Foundations for University Success	
GEN 127 (B TRACK)	3 credits)

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, 9 total credits

SEI 300	3 credits
Structured English Immersion	
SEI 301 ~	3 credits
Advanced Structured English Immersion Methods	
SPE 300.....	3 credits
Orientation to the Exceptional Child	

Elementary Methods, 15 total credits

EED 416 ~	3 credits
Elementary Methods - Mathematics	
EED 420 ~	3 credits
Elementary Methods - Science	
EED 425 ~	3 credits
Elementary Methods - Health/PE	
EED 430 ~	3 credits
Elementary Methods - Social Studies	
EED 435 ~	3 credits

Elementary Methods - Fine Arts

Student Teaching 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	
<i>Georgia and Illinois students will take EED 496 in place of EED 498 and EED 499</i>	
EED 496 ~	8 credits
Student Teaching	

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

General Information for the BSED/E

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

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, or completion of the HiSET examination with a passing score.

- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution's student website. Students can also submit a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.

Candidacy Status for the BSED/E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study (Core) credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.

- Demonstration of basic skills proficiency
Students who reside in a state that does not have a basic skills exam have three options for completing this requirement. Students must pass the Praxis I exam at the cut score determined by the College of Education.

* Reading 169

* Writing 172

* Math 170

Students must pass the Essential Academic Skills provided by National Evaluation Systems at the cut scores determined by the national benchmark.

* Essential Academic Skills Subtest I: Reading - 220

* Essential Academic Skills Subtest II: Writing - 220

* Essential Academic Skills Subtest III: Mathematics - 220

* Essential Academic Skills Subtest IV: Technology Literacy - 220

Core Academic Skills for Educators (Core)

* Core Academic Skills for Educators: Reading 156

* Core Academic Skills for Educators: Writing - 162

* Core Academic Skills for Educators: Mathematics - 150

- Verification of fingerprint clearance

Georgia residents attending Online and Local Campus students with enrollment agreements signed 3/1/2015 or thereafter seeking

a Georgia certificate:

Additional Candidacy Level II Requirements:

- Obtain a Georgia Pre-service Certificate. The steps to qualify for this certificate include:
 - Completion of GACE Educator Ethics Assessment-Program Entry Assessment (350)
 - Signed Pre-service certification application
 - Signed and notarized Verification of Lawful Presence (VLP) Affidavit
 - Completed Background Check Form

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.
- Georgia residents attending Online and Local Campus students who complete field experience, student teaching, and apply for state certification 9/1/2015 or thereafter must complete:
 - Teacher Performance Assessment
 - GACE Educator Ethics Exit Exam (360)
- The diploma awarded for this program will read as:
Bachelor of Science in Education
Elementary Education

Academic Progression Requirements for the BSED/E

Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 as the first course in their program.

Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147

With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:

- University of Phoenix coursework,
- Regionally or nationally accredited coursework (C- or higher grade),
- National Testing Programs, and
- ACE evaluated Military credits.

Concurrent enrollment is prohibited during any of the courses in the standard pathway (B Track).

Accelerated Pathway (A Track) students may not enroll in GEN 127, ENG 147, or HUM 115 to satisfy programmatic prerequisites, general education or elective requirements.

Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.

Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).

Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.

Students may not complete any of the standard pathway (B Track) courses via Directed Study.

Satisfy University Proficiency Requirements

Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.

Students have the following options to fulfill proficiency:

- Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
- Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits

Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.

Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.

Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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 201 or GEN 127 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. Georgia and Illinois students only: EDU 390, EED 496
- 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.

Upon the successful completion of the Child Development Associate (CDA) candidates transferring to UOPX may waive 12 credits using the following coursework in the BSED/E program. The options for credit application are based upon specific GE requirements for each state.

- * 3 credits in social studies
- * 9 credits in additional liberal arts
 - or
- *12 credits in social studies
 - or
- *12 credits in any combination of social studies, additional liberal arts or electives

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

The following courses in the Required Course of Study may not be waived: EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, GEN 127, GEN 201, RDG 415, SPE 300. Georgia and Illinois students only: EDU 300, EDU 311, EDU 321, EDU 390, EED 416, GEN 127, GEN 201, RDG 415, SPE 300, EED 496. 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

Must include HUM 115

B track must include ENG 147

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 HIS 301 or HIS 110

Effective for Enrollment Agreements signed 7/1/2014 or later 3 credits must include ETH 120. Prior to 7/1/2014, 3 credits must include SOC 315

Prior to 7/1/2014, 3 credits must include SOC 315

Fine Arts Requirement(s) 3 credits

Art, music, drama or dance

Humanities Requirement(s) 3 credits

Additional Liberal Arts Requirement(s) 9 credits

Physical Education activity credits are limited to four (4) credits.

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

Unless otherwise noted, no timeframe or minimum grade (other than a passing grade) is required when applying UOPX or transfer coursework to the mandatory General Education courses (MTH 213, MTH 214, SOC 315, HIS 301 or HIS 110). Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS

110 constitution requirement, 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. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must 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 1-8 self-contained classroom setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings.
- Candidates wishing to do their student teaching in a single subject in grades 6 - 8 must provide the following prior to Student Teaching I:
 - Transcripts documenting of a minimum of 24 semester credits in their content area
 - Passing scores on the state mandated content exam
- Candidates must earn a "B" or better in Elementary Education Seminar. If a candidate receives less than a "B" (B- or lower, or an incomplete grade), they must repeat the course.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.

- Candidates that do not successfully complete the second student teaching program will be removed from the program and are not eligible for re-entry.
- Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

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

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

Re-entry for the BSED/E

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSED/E

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

Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they

have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Candidates must pass their state-mandated professional knowledge exam.

Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

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 representative 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>.

Program Purpose

The Bachelor of Science in Education/Elementary Education is an undergraduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers and includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Introductory Course, 3 total credits

GEN 201 (A Track)	3 credits
Foundations for University Success	
GEN 127 (B Track).....	3 credits
University Studies for Success	

Orientation, 0 total credits

EDU 300	0 credits
Orientation to Teacher Education	

History and Foundations of Education, 6 total credits

EDU 301 ~	3 credits
Foundations of Education	
EDU 315 ~	3 credits
Legal & Ethical Issues in Education	

Educational Theories and Models, 6 total credits

EDU 311 ~	3 credits
Models and Theories of Instruction	
EDU 321	3 credits

Classroom Management

Human Development, 3 total credits

EDU 305 ~	3 credits
Child Development	

Reading, 6 total credits

RDG 420 ~	3 credits
Elementary Methods -Reading/Language Arts	
RDG 415 ~	3 credits

Diagnosis and Remediation of Reading Difficulties

Special Populations, 6 total credits

ESL 300	3 credits
Teaching English Language Learners	
SPE 300	3 credits

Orientation to the Exceptional Child

Elementary Methods, 12 total credits

EED 416 ~	3 credits
Elementary Methods - Mathematics	
EED 420 ~.....	3 credits
Elementary Methods - Science	
EED 430 ~.....	3 credits

Elementary Methods - Social Studies

EED 435 ~.....	3 credits
Elementary Methods - Fine Arts	

Student Teaching, 9 total credits

EDU 390 ~	1 credit
Elementary Education Seminar	
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.

General Information for the BSED/E

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

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, or completion of the HiSET examination with a passing score.

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

Candidacy Status for the BSED/E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study (Core) credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXP file.

- Demonstration of basic skills proficiency

Students who reside in a state that does not have a basic skills exam have three options for completing this requirement.

Students must pass the Praxis I exam at the cut score determined by the College of Education.

* Reading 169

* Writing 172

* Math 170

Students must pass the Essential Academic Skills provided by National Evaluation Systems at the cut scores determined by the national benchmark.

- * Essential Academic Skills Subtest I: Reading - 220
- * Essential Academic Skills Subtest II: Writing - 220
- * Essential Academic Skills Subtest III: Mathematics - 220
- * Essential Academic Skills Subtest IV: Technology Literacy - 220
- Core Academic Skills for Educators (Core)
- * Core Academic Skills for Educators: Reading 156
- * Core Academic Skills for Educators: Writing - 162
- * Core Academic Skills for Educators: Mathematics - 150
- 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

Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.

Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147

With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:

- University of Phoenix coursework,
- Regionally or nationally accredited coursework (C- or higher grade),
- National Testing Programs, and
- ACE evaluated Military credits.

Accelerated Pathway (A Track) students who meet the following criteria may satisfy the HUM 115 requirement with transfer coursework:

- Students transferring to University of Phoenix with a regionally accredited Associate of Arts degree from a community college.
- Students transferring to University of Phoenix with an Associate's Degree from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course

Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.

Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.

Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.

Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).

Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.

Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.

Satisfy University Proficiency Requirements

Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.

Students have the following options to fulfill proficiency:

- Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
- Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:

- Completed within ten years of enrollment
- Grade of C- or better (or academic equivalent)
- At least 2.67 semester credits

- Eligible to receive general education credits

Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.

Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.

Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Candidates must provide verification of content knowledge mastery prior to beginning student teaching. Candidates must provide:

- Verification of Elementary Education (Subtest I, II, and III)
- 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 201 or GEN 127 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 transcribed from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following courses in the Required Course of Study may not be waived: GEN 201, GEN 127, 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 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

Must include HUM 115

B track must include ENG 147

Spanish Requirement(s) 3 credits

Mathematics Requirement(s) 12 credits

6 credits must include MTH 213 and MTH 214

Physical/Biological Science Requirement(s) 12 credits

Must include at least 3 credits in Physical Science and 3 credits in Biological Science

Social Studies Requirement(s) 18 credits

3 credits must include U.S. Constitution

12 credits must be in History, American History or Western Civilization

3 credits must be in Government, Economics or Sociology

Fine Arts Requirement(s) 3 credits

Art, music, drama or dance

Content Area 18 credits

English/Language Arts, Mathematics and Social Studies

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

Unless otherwise noted, no timeframe or minimum grade (other than a passing grade) is required when applying UOPX or transfer coursework to the mandatory General Education courses (MTH 213, MTH 214, SOC 315, HIS 301 or HIS 110). Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, 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.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must 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 and Field Experience for the BSED/E

Student Teaching Policies

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

- Student teaching is the culminating experience of the Bachelor of Science in Education program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
- Student teaching must occur in a K-8 self-contained classroom setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings.

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

Out of State Student Teaching

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.

Field Experience

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.

Re-entry for the BSED/E

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSED/E

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

Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Candidates must pass their state-mandated professional knowledge exam.

Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Bachelor of Science Education/Elementary Education (Colorado)

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 representative 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>.

Program Purpose

The Bachelor of Science in Education/Elementary Education is an undergraduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers and includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Introductory Course, 3 total credits

GEN 201 (A Track) 3 credits
Foundations for University Success

GEN 127 (B Track) 3 credits
University Studies for 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 412 3 credits

Scientifically Based Literacy Instruction

RDG 415 ~ 3 credits

Diagnosis and Remediation of Reading Difficulties

RDG 418 3 credits

Phonological Theory and Reading Instruction

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.

General Information for the BSED/E

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

- Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

Additional Admission Requirements for the 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, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Candidacy Status for the BSED/E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study (Core) credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.

- Demonstration of basic skills proficiency

Students who reside in a state that does not have a basic skills exam have three options for completing this requirement.

Students must pass the Praxis I exam at the cut score determined by the College of Education.

* Reading 169

* Writing 172

* Math 170

Students must pass the Essential Academic Skills provided by National Evaluation Systems at the cut scores determined by the national benchmark.

* Essential Academic Skills Subtest I: Reading - 220

* Essential Academic Skills Subtest II: Writing - 220

* Essential Academic Skills Subtest III: Mathematics - 220

* Essential Academic Skills Subtest IV: Technology Literacy - 220

Core Academic Skills for Educators (Core)

* Core Academic Skills for Educators: Reading 156

* Core Academic Skills for Educators: Writing - 162

* Core Academic Skills for Educators: Mathematics - 150

- 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

Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.

Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147

With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:

- University of Phoenix coursework,
- Regionally or nationally accredited coursework (C- or higher grade),
- National Testing Programs, and
- ACE evaluated Military credits.

Accelerated Pathway (A Track) students who meet the following criteria may satisfy the HUM 115 requirement with transfer coursework:

- Students transferring to University of Phoenix with a regionally accredited Associate of Arts degree from a community college.
- Students transferring to University of Phoenix with an Associate's Degree from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course

Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.

Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.

Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.

Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).

Students who previously completed an approved entry point

course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.

Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
Satisfy University Proficiency Requirements

Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.

Students have the following options to fulfill proficiency:

- Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
- Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:

- Completed within ten years of enrollment
- Grade of C- or better (or academic equivalent)
- At least 2.67 semester credits

-Eligible to receive general education credits

Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.

Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.

Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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 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 201 or GEN 127 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 transcribed from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following courses in the Required Course of Study may not be waived: EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, GEN 127, GEN 201, 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 in the table below.

English/Language Arts Requirement(s) 12 credits

Must include HUM 115

B track must include ENG 147

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 in the table below.

English/Language Arts Requirement(s) 12 credits

Must include HUM 115

B track must include ENG 147

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.

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

Unless otherwise noted, no timeframe or minimum grade (other than a passing grade) is required when applying UOPX or transfer coursework to the mandatory General Education courses (MTH 213, MTH 214, SOC 315, HIS 301 or HIS 110). Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, 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.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must 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 and Field Experience for the BSED/E

Student Teaching Policies

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

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

Out of State Student Teaching

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.

Field Experience

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.

Re-entry for the BSED/E

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version.

However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSED/E

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

Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Candidates must pass their state-mandated professional knowledge exam.

Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

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 representative 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/bse-e>.

Program Purpose

The Bachelor of Science in Education/Elementary Education is an undergraduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers and includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Introductory Course, 3 total credits

GEN 201 (A Track) 3 credits
 Foundations for University Success
 GEN 127 (B Track) 3 credits
 University Studies for 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.

General Information for the BSED/E

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

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, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Candidacy Status for the BSED/E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study (Core) credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
 - Demonstration of basic skills proficiency

Students who reside in a state that does not have a basic skills exam have three options for completing this requirement.

Students must pass the Praxis I exam at the cut score determined by the College of Education.

- * Reading 169
- * Writing 172
- * Math 170

Students must pass the Essential Academic Skills provided by National Evaluation Systems at the cut scores determined by the national benchmark.

- * Essential Academic Skills Subtest I: Reading - 220
- * Essential Academic Skills Subtest II: Writing - 220
- * Essential Academic Skills Subtest III: Mathematics - 220
- * Essential Academic Skills Subtest IV: Technology Literacy - 220

Core Academic Skills for Educators (Core)

- * Core Academic Skills for Educators: Reading 156
- * Core Academic Skills for Educators: Writing - 162
- * Core Academic Skills for Educators: Mathematics - 150

- 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

Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.

Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147

With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:

- University of Phoenix coursework,
- Regionally or nationally accredited coursework (C- or higher grade),
- National Testing Programs, and
- ACE evaluated Military credits.

Accelerated Pathway (A Track) students who meet the following criteria may satisfy the HUM 115 requirement with transfer coursework:

- Students transferring to University of Phoenix with a regionally accredited Associate of Arts degree from a community college.
- Students transferring to University of Phoenix with an Associate's Degree from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course

Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.

Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.

Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.

Students who have successfully completed an approved entry

point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).

Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.

Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.

Satisfy University Proficiency Requirements

Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.

Students have the following options to fulfill proficiency:

- Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
- Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits

Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.

Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.

Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Candidates must provide the following verification prior to beginning student teaching:

- Verification of content knowledge mastery prior to student teaching
- Verification of immunization or TB test results (district specific)
- Verification of the completion of 100 hours of field experience

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

All students must complete GEN 201 or GEN 127 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.

Upon the successful completion of the Child Development Associate (CDA) candidates transferring to UOPX may waive 12 credits using the following coursework in the BSED/E program. The options for credit application are based upon specific GE requirements for each state.

- * 3 credits in social studies
- * 9 credits in additional liberal arts
 - or
- *12 credits in social studies
 - or
- *12 credits in any combination of social studies, additional liberal arts or electives

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

The following courses in the Required Course of Study may not be waived: EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, GEN 127, GEN 201, 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

Must include HUM 115

B track must include ENG 147

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 HIS 301 or HIS 110

3 credits must include HIS 265

Effective for Enrollment Agreements signed 7/1/2014 or later, 3 credits

must include ETH 120. Prior to 7/1/2014, 3 credits must include SOC

315

Fine Arts Requirement(s) 3 credits

Art, music, drama or dance

Humanities Requirement(s) 3 credits

Additional Liberal Arts Requirement(s) 9 credits

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

Unless otherwise noted, no timeframe or minimum grade (other than a passing grade) is required when applying UOPX or transfer coursework to the mandatory General Education courses (MTH 213, MTH 214, SOC 315, HIS 301 or HIS 110). Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, 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. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must 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.

Re-entry for the BSED/E

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSED/E

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

Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Candidates must pass their state-mandated professional knowledge exam.

Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Bachelor of Science in Education/Elementary Education (Nevada)

The following Bachelor of Science in Education/Elementary Education (BSED/E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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>.

Program Purpose

The Bachelor of Science in Education/Elementary Education is an undergraduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers and includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Introductory Course, 3 total credits

GEN 201 (Track A) 3 credits

Foundations for University Success

GEN 127 (Track B) 3 credits

University Studies for 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.

General Information for the BSED/E

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).

- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).

- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

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

Candidacy Status for the BSED/E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study (Core) credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
 - Demonstration of basic skills proficiency
Students who reside in a state that does not have a basic skills exam have three options for completing this requirement.
Students must pass the Praxis I exam at the cut score determined by the College of Education.
 - * Reading 169
 - * Writing 172
 - * Math 170
 - Core Academic Skills for Educators (Core)
 - * Core Academic Skills for Educators: Reading 156
 - * Core Academic Skills for Educators: Writing - 162
 - * Core Academic Skills for Educators: Mathematics - 150
 - CBEST (California Basic Education Skills Test)
 - Verification of fingerprint clearance
Nevada residents are required to submit Sublicense with provision 004 removed for 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

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147

With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:

- University of Phoenix coursework,
- Regionally or nationally accredited coursework (C- or higher grade),
- National Testing Programs, and
- ACE evaluated Military credits.

Accelerated Pathway (A Track) students who meet the following criteria may satisfy the HUM 115 requirement with transfer coursework:

- Students transferring to University of Phoenix with a regionally accredited Associate of Arts degree from a community college.
- Students transferring to University of Phoenix with an Associate's Degree from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course

Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.

Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.

Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.

Students who have successfully completed an approved entry

point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).

Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.

Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.

Satisfy University Proficiency Requirements

Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.

Students have the following options to fulfill proficiency:

- Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
- Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits

Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.

Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.

Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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 201 or GEN 127 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.

Upon the successful completion of the Child Development Associate (CDA) candidates transferring to UOPX may waive 12 credits using the following coursework in the BSEd/E program. The options for credit application are based upon specific GE requirements for each state.

- * 3 credits in social studies
- * 9 credits in additional liberal arts
 - or
- *12 credits in social studies
 - or
- *12 credits in any combination of social studies, additional liberal arts or electives

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

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

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

- The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.

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

The following courses in the Required Course of Study may not be waived: GEN 201, GEN 127, EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, RDG 415, SPE 300

Note: All students must meet minimum upper division and residency credit requirements.

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 HUM 115

B track must include ENG 147

Mathematics Requirement(s) 12 credits

6 credits must include MTH 213 and MTH 214

Social Studies Requirement(s) 12 credits

3 credits must include HIS 311 Nevada Constitution

Effective for Enrollment Agreements signed 7/1/2014 or later, 3 credits must include ETH 120. Prior to 7/1/2014, 3 credits must include SOC 315

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

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

Unless otherwise noted, no timeframe or minimum grade (other than a passing grade) is required when applying UOPX or transfer coursework to the mandatory General Education courses (MTH 213, MTH 214, SOC 315, HIS 301 or HIS 110). Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, 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.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must 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 and Field Experience for the BSED/E

Student Teaching Policies

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

- Student teaching is the culminating experience of the Bachelor of Science in Education program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
- Student teaching must occur in a K-8 self-contained classroom setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings.

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

Out of State Student Teaching

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.

Field Experience

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.

Re-entry for the BSED/E

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version.

However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSED/E

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

Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Candidates must pass their state-mandated professional knowledge exam.

Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency.

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 representative 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>.

Program Purpose

The Bachelor of Science in Education/Elementary Education is an undergraduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers and includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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 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 (with a minimum 3.0 high school/ college GPA) from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body.
- 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

- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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 copy of the license prior to the student teaching placement.
- Verification of immunization or TB test results (district specific)
- Verification of the completion of 100 hours of field experience

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

- All students must complete GEN 200 as their first course at the University.

Students must complete all General Education requirements prior to completion of EDU 390.

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the BSED/E

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

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.

Upon the successful completion of the Child Development Associate (CDA) candidates transferring to UOPX may waive 12 credits using the following coursework in the BSED/E program. The options for credit application are based upon specific GE requirements for each state.

- * 3 credits in social studies
- * 9 credits in additional liberal arts
 - or
- *12 credits in social studies
 - or
- *12 credits in any combination of social studies, additional liberal arts or electives

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 transcribed 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 ETH 120

Physical/Biological Science Requirement(s) 6 credits

Must include at least 3 credits in Physical Science and 3 credits in Biological Science

Fine Arts Requirement(s) 3 credits

Art, music, drama or dance

Humanities Requirement(s) 3 credits

Additional Liberal Arts Requirement(s) 6 credits

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

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

Unless otherwise noted, no timeframe or minimum grade (other than a passing grade) is required when applying UOPX or transfer coursework to the mandatory General Education courses (MTH 213, MTH 214, SOC 315, HIS 301 or HIS 110). Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, 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.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must 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 and Field Experience for the BSED/E

Student Teaching Policies

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

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

- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

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.

Field Experience

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.

Re-entry for the BSED/E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSED/E

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

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

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 representative for more information.

The Bachelor of Science in Liberal Studies (BSLS) is an undergraduate liberal studies program that combines content and pedagogical preparation required for multiple subject credential candidates. Field experiences are integrated throughout the program, with a culminating student teaching experience. The program and field experiences are designed to emphasize mastery of state standards with ongoing assessment to measure candidate competency.

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

Program Purpose

The Bachelor of Science in Liberal Studies is an undergraduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

EDU 300CA ~ 0 credits

Orientation to Teacher Education

Introductory Course, 3 total credits

GEN 201 (A Track) 3 credits

Foundations for University Success

GEN 127 (B Track) 3 credits

University Studies for Success

Foundations of Education, 3 total credits

EDU 301CA.....3 credits

Foundations of Education

Education Models & Theories, 6 total credits

EDU 311CA ~3 credits

Models and Theories of Instruction

EDU 321CA.....3 credits

Classroom Management

Human Development, 3 total credits

EDU 305CA ~3 credits

Child Development

Reading, 3 total credits

RDG 420CA3 credits

Elementary Methods: Reading and Language Arts

Special Populations, 6 total credits

SPE 300CA3 credits

Orientation to the Exceptional Child

ELL 300.....3 credits

Instruction and Assessment of English Language Learners

Elementary Methods & Assessment, 6 total credits

EED 436CA3 credits

Elementary Methods: Social Science and Fine Arts

EED 438CA3 credits

Elementary Methods: Mathematics and Science

Field Experience and Student Teaching, 8 total credits

EED 498CA ~4 credits

Elementary Student Teaching, Seminar I

EED 499CA ~4 credits

Elementary Student Teaching, Seminar II

TPA, 2 total credits

TPA 001 ~1 credit

Subject Specific Pedagogy

TPA 002 ~1 credit

Designing Instruction

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

General Information for the BSLS

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).

- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

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, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.
- Verification of negative TB test results
- A receipt of the Request for Certificate of Clearance.
- A signed New Student Checklist:
- Students who reside outside of the state of California are not eligible to apply.
- Signed Enrollment/Disclosure Agreement
- Signed CalTPA Code of Honor
- Completion of any state-specific required documents or forms
- Students transferring to University of Phoenix on or after July 1, 2015, with a California completed Associate of Arts or Associate of Science transfer degree in Elementary or Early Childhood Education will be considered as satisfying a 60 credit block of courses within the program. To earn the Bachelor of Science in Liberal Studies degree, students must:
 - Successfully complete a minimum of 61 credits at University of Phoenix.
 - Meet all pre-requisite, proficiency, and/or state specific content requirements as outlined in the program policies

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. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.

- Demonstration of basic skills proficiency (CBEST)
- Verification of Certificate of Clearance
- Must provide one of the following verifications prior to the completion of 12 semester credits in the program:
 - The candidate provides evidence of having passed the appropriate subject matter examination(s).
 - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
 - The candidate provides evidence of registration for the next scheduled examination.

- The candidate provides evidence of having completed a Commission approved subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

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

Degree Completion Requirements for the BSLS

- Completion of a minimum of 121 credits that include the following distribution:
 - A minimum of 43 upper division credits.
 - A minimum of 81 of the 121 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.5.
- Satisfactory completion of CalTPA 1-4.
- Satisfactory completion of student teaching.
- Complete courses within the sequence specified by course prerequisite requirements.
- Meet state requirements as set forth by state of residency to receive state endorsement.
- Complete Field Experience Observation Record (100 hours).
- All Students must complete the minimum number of credits required by their degree program.
- The diploma awarded for this program will read as:
Bachelor of Science in Liberal Studies

Academic Progression Requirements for the BSLS

Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.

Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147

With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:

- University of Phoenix coursework,
- Regionally or nationally accredited coursework (C- or higher grade),
- National Testing Programs, and
- ACE evaluated Military credits.

Accelerated Pathway (A Track) students who meet the following criteria may satisfy the HUM 115 requirement with transfer coursework:

- Students transferring to University of Phoenix with a regionally accredited Associate of Arts degree from a community college.
- Students transferring to University of Phoenix with an Associate's Degree from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course

Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, OR HUM 115.

Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.

Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.

Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a

program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).

Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.

Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, OR HUM 115.

- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits

- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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 201 or GEN 127 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 majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally accredited transferable coursework.

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

- The course must have been completed at a regionally accredited college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course 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 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 127, GEN 201

General Education Requirements for the BSLS

A minimum of 81 of the 121 credits must be in the general education areas approved by the University.

BSLS Orientation, 0 credits

Must include: BSLS 101CA, Orientation to Liberal Studies in Education
English/Language Arts, 21 credits

Must include the following:

Must include HUM 115

B Track must include ENG 147

6 credits in Writing (RDG 201CA)

3 credits in Communication

3 credits in Linguistics

3 credits in American Literature

3 credits in Reading

Mathematics, 12 credits

Must include: MTH 213CA & MTH 214CA

Physical/Biological Science, 12 credits

Must include the following:

3 credits in Physics

3 credits in Biology

3 credits in Chemistry

3 credits in Earth Science

(must include two lab sciences)

Social Studies, 15 credits

Must include the following:

6 credits in World History

3 credits in CA History (HIS 305CA)

6 credits in U.S. History (HIS 110CA)

Fine Arts, 9 credits

Must include: ARTS 100CA, ARTS 230CA, and ARTS 340CA

Humanities, 6 credits

Must include: HUM 375CA and PHL 310CA

Health/Physical Education, 6 credits

Must include the following:

3 credits in Health/PE (HPE 170CA)

3 credits in Human Nutrition

Coursework which was completed at an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by a regional or approved national accrediting body, or a foreign institution recognized/authorized by the country's Ministry of Education, will be reviewed for transfer into the University.

In order to satisfy RDG 201CA with transfer coursework, a student must have completed a previous course which meets the following

criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).

Coursework in which students earn a minimum grade of "C-" or grades of credit, pass or satisfactory will be accepted towards student's degree requirements.

The following courses may not be satisfied by transfer coursework or nontraditional credit (i.e. PLA, NTP, Military, ACE, etc.,) and must be completed at University of Phoenix: HUM 375CA, PHL 310CA

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

Students who lack .67 or fewer general education credits may use liberal arts credits to satisfy the balance in order to complete the minimum general education credits required for their program.

Field Experience for BSLS

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

Student Teaching for the BSLS

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

- Student teaching is the culminating experience of the Bachelor of Science in Liberal Studies program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
- Students must complete placements in two elementary grade levels. Placement must occur in two of the following grade levels: K-2, 3-5, 6. One placement is seven weeks and the other placement is eight weeks. These must be in self-contained classroom settings in which the candidate teaches 6 of the 7 multiple subject areas to the same group of students.
- Candidates must earn a "B" or better in Student Teaching Seminar I and II. If a candidate receives less than a "B" (B- or lower, or an incomplete grade), they must repeat the course.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.

- Student teaching can only be repeated one time.
- Candidates that do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates must teach in a self-contained elementary setting. Candidates may not teach in special education.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teaching Performance Assessment.

Re-entry for the BSLS

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSLS

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must provide verification of U.S. Constitution coursework (with a grade of "C" or better), or exam as required by the state certification agency.
- Candidates must provide proof of certification in 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 TPA2 = 3 attempts
TPA 3 and TPA4 = 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.

Bachelor of Science in Education/Elementary Education (Education Pathway Partnership)

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 representative for more information.

The BSED/E-EPP is an undergraduate degree program preparing candidates for teacher licensure. The BSED/E-EPP program is intended to afford candidates the opportunity to develop the skills and knowledge that will allow them to become competent and effective educators. This program focuses on improving elementary student learning through coursework that focuses on instructional strategies, assessment, and the integration of instructional technology. Throughout the program, students are required to complete verified field experiences covering a variety of developmental levels. The focus of each field experience will relate to specific course content. Documentation will be maintained in the student's professional portfolio. Student teaching is an integral component of the 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 supervisor. 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.

For more information about our graduation 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>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in elementary education.
- Students will be able to apply professional ethics to their instructional practices in elementary education.
- Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Students will be able to create innovative strategies and incorporate technology in an elementary classroom setting.

Program Category Requirements and Course Selections for the BSED/E

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Introductory Course, 3 total credits

GEN 200 3 credits
Foundations for General Education and Professional Success

Orientation, 0 total credits

EDU 340 0 credits
Orientation to Teacher Education

Foundations, 3 total credits

SPE 350 ~ 3 credits
Foundations of Response to Intervention (RTI)

Instructional Design/Curriculum and Instruction, 12 total credits

CUR 506 ~ 3 credits
Theories and Best Practices of Curriculum and Instruction

CUR 545 ~ 3 credits
Using Technology for Teaching and Learning

CUR 515 ~ 3 credits
Critical Thinking and Innovative Skills

Students must select complete 3 elective credits from the following:

EDU 430 ~ 3 credits
Implementing the Common Core in English Language Arts

EDU 440 ~ 3 credits
Implementing the Common Core in Mathematics

EDU 450 ~ 3 credits
Strategies and Innovation in STEM

Assessment, 3 total credits

EED 400 ~ 3 credits

Assessment in Elementary Education

Elementary Methods, 6 total credits

EED 425 ~ 3 credits

Elementary Methods - Health/PE

EED 435 ~ 3 credits

Elementary Methods - Fine Arts

Legal and Ethical, 3 total credits

EDU 315 ~ 3 credits

Legal & Ethical Issues in Education

Student Teaching and Field Experience, 8 total credits

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:

- Successful completion of MCCD Education Pathway program requirements
- Applicants must be currently employed or have access to a work environment.
- Verification of fingerprint clearance
- Demonstration of basic skills proficiency
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

Degree Requirements for the BSED/E

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Education Preparation Coursework - 37 credits
 - Required Course of Study - 38 credits
- A minimum of 82 of the 120 credits must be in transfer from MCCD Education Pathway Program.
- A minimum of 38 upper division credits in the Required Program Category Preferred Sequence.
- 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.
- Complete Field Experience Observation Record (30-40 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

Satisfy University Proficiency Requirements

Undergraduate students must satisfy math and English proficien-

cies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.

Students have the following options to fulfill proficiency:

- Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
- Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits

Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.

Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.

Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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 30-40 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 BSED/E

- A candidate must earn a grade of "B" or better in the following courses in order to student teach: EED 498, EED 499. Grades of "I" and "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be scholastically disqualified from the University.
- 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 38 credits must be completed at University of Phoenix.

Students in this program may not waive any credits from the required course of study

General Education Requirements for the BSED/E

A minimum of 45 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

Physical/Biological Science Requirement(s) 6 credits

Social Studies Requirement(s) 9 credits

Fine Arts Requirement(s) 3 credits

Humanities Requirement(s) 3 credits

Unless otherwise noted, no timeframe or minimum grade (other than a passing grade) is required when applying UOPX or transfer coursework to the mandatory General Education courses (MTH 213, MTH 214, SOC 315, HIS 301 or HIS 110). Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, 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.

Field Experience for BSED/E

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 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 1-8 self-contained classroom setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings.
- Candidates wishing to do their student teaching in a single subject in grades 6 - 8 must provide the following prior to Student Teaching I:
 - Transcripts documenting of a minimum of 24 semester credits in their content area
 - Passing scores on the state mandated content exam
- Candidates must earn a "B" or better in Elementary Education Seminar. If a candidate receives less than a "B" (B- or lower, or an incomplete grade), they must repeat the course.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.
- Student teaching can only be repeated one time.

- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates that do not successfully complete the second student teaching program will be removed from the program and are not eligible for re-entry.
- Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching for the BSED/E

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

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

Re-entry for the BSED/E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSED/E

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

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

Bachelor of Science in Education/Early Childhood Education

The following Bachelor of Science in Education/Early Childhood Education (BSED/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 representative for more information.

The Bachelor of Science in Education (BSED) with a specialization in Early Childhood Education is an undergraduate degree program preparing candidates for teacher licensure in the field of early childhood (birth to age eight/grade 3). The curriculum is aligned with the Interstate Teaching Assessment and Support Consortium's (InTASC) model core teaching standards and the National Association for the Education of Young Children (NAEYC) standards. The curriculum includes common core standards, child development and learning, building family and community relations, cultural diversity, assessment to support young children and families, strong content knowledge to build developmentally appropriate and meaningful curriculum and experiences, and professionalism and ethics of educators. Throughout the program, students are required to complete verified field experiences and student teaching.

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

State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s).

www.alsde.edu

Program Purpose

The Bachelor of Science in Education/Early Childhood is an

undergraduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to work with children from pre-K through grade 3 or age 8 as a licensed early childhood educator. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the early childhood classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in early childhood education.
- Students will be able to apply professional ethics to their instructional practices in early childhood education.
- Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse early childhood populations.
- Students will be able to create innovative strategies and incorporate developmentally appropriate technology in an early childhood setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Introductory Course, 3 total credits

GEN 201 (A Track)	3 credits
Foundations for University Success	
GEN 127 (B Track)	3 credits
University Studies for Success	

Orientation, 0 total credits

ECH 300 ~	0 credits
Orientation to Early Childhood Education	

History and Foundations of Education, 9 total credits

ECH 301 ~	3 credits
Foundations of Early Childhood Education	
EDU 215 ~	3 credits
Ethics and Social Responsibility in Education	
ECH 418 ~	3 credits
Community and Family Engagement	

Educational Theories and Models, 6 total credits

ECH 211 ~	3 credits
Instructional Strategies for Early Childhood Education	
ECH 321 ~	3 credits
Developmentally Effective Learning Environments	

Human Development, 3 total credits

ECH 205 ~	3 credits
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Early Childhood Growth and Development

Assessment, 3 total credits

ECH 400 ~ 3 credits
Assessment and Evaluation in Early Childhood

Reading, 6 total credits

RDG 351 ~ 3 credits
Early Childhood Literacy Development

RDG 416 ~ 3 credits
Methods of Teaching in Early Childhood Language and Literacy

Special Populations, 9 total credits

SEI 300 ~ 3 credits
Structured English Immersion

SEI 301 ~ 3 credits
Advanced Structured English Immersion Methods

ECH 302 ~ 3 credits
Exceptionalities of the Young Child

Early Childhood Methods, 12 total credits

ECH 416 ~ 3 credits
Methods of Teaching in Early Childhood: Math

ECH 420 ~ 3 credits
Methods of Teaching in Early Childhood: Science

ECH 430 ~ 3 credits
Methods of Teaching in Early Childhood: Social Studies

ECH 435 ~ 3 credits
Methods of Teaching in Early Childhood: Arts & Music

Student Teaching and Field Experience, 9 total credits

ECH 390 ~ 1 credit
Early Childhood Student Teaching Seminar

ECH 498 ~ 4 credits
Early Childhood Student Teaching (Birth-Preschool)

ECH 499 ~ 4 credits
Early Childhood Student Teaching (K through Age 8/Grade 3)

Georgia and Illinois students will take EED 496 in place of ECH 498 and ECH 499

EED 496 ~ 8 credits
Student Teaching

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

General Information for the BSED/ECH

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).

- Students who have completed an associate degree at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).

- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway

Additional Admission Requirements for the BSED/ECH

All applicants are expected to meet the following admissions requirements:

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

- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school 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/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 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

Students who reside in a state that does not have a basic skills exam have three options for completing this requirement. Students must pass the Praxis I exam at the cut score determined by the College of Education.

* Reading 169

* Writing 172

* Math 170

Students must pass the Essential Academic Skills provided by National Evaluation Systems at the cut scores determined by the national benchmark.

* Essential Academic Skills Subtest I: Reading - 220

* Essential Academic Skills Subtest II: Writing - 220

* Essential Academic Skills Subtest III: Mathematics - 220

* Essential Academic Skills Subtest IV: Technology Literacy - 220

Core Academic Skills for Educators (Core)

* Core Academic Skills for Educators: Reading 156

* Core Academic Skills for Educators: Writing - 162

* Core Academic Skills for Educators: Mathematics - 150

- 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/ECH

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 57 credits
 - Required Course of Study- 60 credits
 - Electives - 3 credits
- A minimum of 48 upper division credits.
- A minimum grade point average (GPA) of 2.5.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required student teaching and/or alternative clinical practice.
- Meet state requirements as set forth by state of residency to receive state endorsement.
- Complete Field Experience Observation Record (100 hours).
- The diploma awarded for this program will read as:
Bachelor of Science in Education
Early Childhood Education
- Students who have graduated from any BS Early Childhood Education program leading to initial teacher certification are not eligible for admission to any MAED/TED programs.

Academic Progression Requirements for the BSED/ECH

Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.

Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147.

With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:

- University of Phoenix coursework,
- Regionally or nationally accredited coursework (C- or higher grade),
- University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
- National Testing Programs, and
- ACE evaluated Military credits.

Accelerated Pathway (A Track) students who meet the following criteria may satisfy the HUM 115 requirement with transfer coursework:

- Students transferring to UoPX with a regionally accredited Associate of Arts degree from a community college.
- Students transferring to UoPX with an Associate's Degree from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course

Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.

Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.

Continuously enrolled students in an approved entry point course

should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.

Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).

Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.

Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.

Satisfy University Proficiency Requirements

Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.

Students have the following options to fulfill proficiency:

- Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
- Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits

Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.

Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.

Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

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 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).

Students must complete all General Education requirements prior

to completion of ECH 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/ECH

- A candidate must earn a grade of "B" or better in the following courses in order to progress in future coursework. Grades of "I" and "B-" are not accepted. Students who do not receive a B- or better will be placed on Scholastic Disqualification and 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: ECH 390, ECH 498, ECH 499 Georgia students only: ECH 390, EED 496
- 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/ECH

- 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.
- Upon the successful completion of the Child Development Associate (CDA) candidates transferring to University of Phoenix may waive 21 credits using the following coursework in the BSED/ECH program:
 - 3 credits in social studies
 - 9 credits in additional liberal arts
 - ECH 301: Foundations of Early Childhood (3 credits)
 - ECH 205: Growth and Development (3 credits)
 - ECH 321: Developmentally Effective Learning Environments (3 credits)
- 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
- 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 transcribed from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.
- The following courses in the Required Course of Study may not be waived: ECH 211, ECH 300, ECH 302, ECH 321, ECH 390, ECH 416, ECH 498, ECH 499, RDG 416. Georgia and Illinois students only: ECH 211, ECH 300, ECH 302, ECH 321, ECH 390, ECH 416, RDG 416, EED 496.

General Education Requirements for the BSED/ECH

A minimum of 57 of the 120 credits must be in the general education areas approved by the University.

English/Language Arts Requirement(s) 12 credits

Must include: HUM 115

B Track must include: ENG 147

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 ETH 120

3 credits must include HIS 301 or HIS 110

Fine Arts Requirement(s) 6 credits

Art, music, drama or dance

Humanities Requirement(s) 3 credits

Additional Liberal Arts Requirement(s) 9 credits

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

Unless otherwise noted, no timeframe or minimum grade (other than a passing grade) is required when applying UOPX or transfer coursework to the mandatory General Education courses (MTH 213, MTH 214, SOC 315, HIS 301 or HIS 110). Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, 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.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must 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/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 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/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.

- Student teaching is the culminating experience of the Bachelor of Science in Early Childhood program. Students must complete prerequisites leading up to Student Teaching prior to beginning the student teaching experience.
- Candidates must earn a "B" or better in Early Childhood 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 Early Childhood Student Teaching courses during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these courses.
- 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 early childhood 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 Early Childhood Seminar with a "B" or better.
- Candidates must enroll in the remaining Student Teaching courses 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.

Re-entry for the BSED/ECH

- Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.
- Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.
- Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.
- Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSED/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.

Bachelor of Science in Education/Educational Studies

The following Bachelor of Science in Education/Educational Studies (BSED/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 representative for more information.

The Bachelor of Science in Education/Educational Studies (BSED/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.

For more information about our graduation 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-es>.

Program Purpose

The Bachelor of Science in Education/Educational Studies is an undergraduate degree program intended for students who have completed all coursework from a UOPX initial licensure program with the exception of both student teaching courses. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as a degree completion option.

BSED/ES Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Students must choose 3 courses from the following list:

AET 500	3 credits
Foundations of Adult Learning Theory	
AET 508	3 credits
Community-Based Education	
AET 552	3 credits
Marketing Adult Education	
AET 560	3 credits
Facilitating Change	
AET 562	3 credits
Social Media for Professional Learning	

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

Additional Admission Requirements for the BSED/ES

Applicants are expected to meet all admissions requirements:

- Applicants enrolling in this program must have met all admission requirements from their University of Phoenix previous pre-licensure program.
- All versions of the following University of Phoenix previous pre-licensure programs eligible for admission to the BSED/ES:
 - BSED/E
 - BSED/E-MTH
 - BSED/E-SOC
 - BSED/E-SCI
 - BSED/E-ELA
- 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 BSED/ES program provided that the Enrollment Agreement sign date for the previous pre-licensure program is no more than nine and a half (9.5) years in the past. Applicants must be able to complete all requirements of the degree within 10 years of the Enrollment Agreement sign date of the previous pre-licensure program.
- Continuously enrolled students completing a program change from a pre-licensure program to the BSED/ES program only need to submit an Enrollment Agreement and will not be required to complete a new admissions application.

Degree Completion Requirements for the BSED/ES

- Completion of a minimum of 121 credits.
- Completion of three (3) BSED/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 2.5.
- BSED/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. In addition students will not be permitted to enter a new Bachelor or Master level pre-licensure program.
- The diploma awarded for this program will read as:
Bachelor of Science in Education
Educational Studies

Residency Requirements and Course Waivers for the BSED/ES

Students must meet the established University residency requirement for degree conferral. The University requires that all nine (9) elective credits must be completed at University of Phoenix in order to meet residency.

Re-entry for the BSED/ES

Students who have been out of attendance for more than one year must complete an Enrollment Agreement for the BSED/ES program and will be eligible for re-entry into the program provided that they are able to complete all requirements of the degree within 10 years of the Enrollment Agreement sign date of the previous pre-licensure program.

Bachelor of Science in Education/Elementary Education (Florida)

The following Bachelor of Science in Education/Elementary Education (BSED/E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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>.

Program Purpose

The Bachelor of Science in Education/Elementary Education is an undergraduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers and includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Introductory Course, 3 total credits

GEN 201 (A TRACK) 3 credits
Foundations for University Success

GEN 127 (B TRACK) 3 credits
University Studies for 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, 9 total credits

SEI 300 3 credits

Structured English Immersion

SEI 301 ~ 3 credits

Advanced Structured English Immersion Methods

SPE 300 3 credits

Orientation to the Exceptional Child

Elementary Methods, 15 total credits

EED 416 ~ 3 credits

Elementary Methods - Mathematics

EED 420 ~ 3 credits

Elementary Methods - Science

EED 425 ~ 3 credits

Elementary Methods - Health/PE

EED 430 ~ 3 credits

Elementary Methods - Social Studies

EED 435 ~ 3 credits

Elementary Methods - Fine Arts

Student Teaching 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.

General Information for the BSED/E

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.
- Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

Additional Admission Requirements for the 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, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Candidacy Status for the BSED/E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study (Core) credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.

- Demonstration of basic skills proficiency

Students who reside in a state that does not have a basic skills exam have three options for completing this requirement. Students must pass the Praxis I exam at the cut score determined by the College of Education.

* Reading 169

* Writing 172

* Math 170

Students must pass the Essential Academic Skills provided by National Evaluation Systems at the cut scores determined by the national benchmark.

* Essential Academic Skills Subtest I: Reading - 220

* Essential Academic Skills Subtest II: Writing - 220

* Essential Academic Skills Subtest III: Mathematics - 220

* Essential Academic Skills Subtest IV: Technology Literacy - 220

Core Academic Skills for Educators (Core)

* Core Academic Skills for Educators: Reading 156

* Core Academic Skills for Educators: Writing - 162

* Core Academic Skills for Educators: Mathematics - 150

- 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

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - National Testing Programs, and
 - ACE evaluated Military credits.
- Accelerated Pathway (A Track) students who meet the following criteria may satisfy the HUM 115 requirement with transfer coursework:
 - Students transferring to UoPX with a regionally accredited Associate of Arts degree from a community college.
 - Students transferring to UoPX with an Associate's Degree from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
- Concurrent enrollment is prohibited during the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- Satisfy University Proficiency Requirements

- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
 - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
 - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Completed within ten years of enrollment
 - Grade of C- or better (or academic equivalent)
 - At least 2.67 semester credits
 - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.
- 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 201 or GEN 127 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.

Upon the successful completion of the Child Development Associate (CDA) candidates transferring to University of Phoenix may waive 12 credits using the following coursework in the BSED/E program. The options for credit application are based upon specific GE requirements for each state.

- * 3 credits in social studies
- * 9 credits in additional liberal arts

OR

- *12 credits in social studies

OR

- *12 credits in any combination of social studies, additional liberal arts or electives

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 transcribed from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.

- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following courses in the Required Course of Study may not be waived: EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, GEN 127, GEN 201, 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

Must include: HUM 115

B track must include ENG 147

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 HIS 301 or HIS 110

Effective for Enrollment Agreements signed 7/1/2014 or later 3 credits

must include ETH 120. Prior to 7/1/2014, 3 credits must include SOC 315

Fine Arts Requirement(s) 3 credits

Art, music, drama or dance

Humanities Requirement(s) 3 credits

Additional Liberal Arts Requirement(s) 9 credits

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

Unless otherwise noted, no timeframe or minimum grade (other than a passing grade) is required when applying UOPX or transfer coursework to the mandatory General Education courses (MTH 213, MTH 214, SOC 315, HIS 301 or HIS 110). Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, 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.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must 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.

Re-entry for the BSED/E

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version.

However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSED/E

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and be degree conferred. 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.

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GRADUATE PROGRAMS

Admission Procedures

Application Process

Students seeking admission to the University's graduate programs in business, management, information systems, nursing, counseling, or education begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

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

Applications of individuals who have not gained admission or enrolled in the University will be kept on file for one year. After that time, the applicant is required to submit a new application and material. A second application fee (if applicable) is not required.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application and application fee (if applicable). University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. The student must sign a "Transcript Request Form" for each transcript being requested from educational institutions. The University's application fee (if applicable) covers the student's expense for requesting official transcripts.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States to meet admission requirements may enroll in University of Phoenix courses prior to the student being officially admitted only if they meet all the following requirements:

- If residing in the United States, have an appropriate immigrant or nonimmigrant status which does not prohibit educational studies

- 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

- 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.

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.

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.

- Receipt and verification of official academic credentials issued directly to University of Phoenix by the student's previous institution, or
- 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
- 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
- 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.

For applicants with academic records from colleges or universities earned outside of the United States from a regionally accredited or approved nationally accredited institution, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the United States are considered comparable to United States secondary completion credentials and do not need to be validated unless required by the student's state or jurisdiction.

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 will be listed in the admission requirements section for each program.

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.

The University is authorized under Federal law to enroll nonimmigrant students. University of Phoenix only issues Forms I-20/A-B to Border Commuters and approved doctoral learners during their residency in the United States. Form I-20/A-B is required by students who need to obtain F-1 (Student) visas to attend school in the United States. The University is only authorized to issue the I-20 for students attending specific campus locations and programs recorded with DHS.

Admission Deadlines

The University cannot guarantee that a student who begins coursework will be admitted to his/her degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth University course. Students who are unable to be admitted by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix. No appeals will be accepted for students expelled from University of Phoenix. Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained.

Graduate Admission Requirements

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

• Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:

- achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-

- achieved a minimum passing score of 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
- Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

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

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

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

- Full and part-time students enrolled in a college, university or other institution of higher learning in Massachusetts must participate in a school sponsored health insurance plan, or an alternate plan with comparable coverage. All full and part-time students attending a Massachusetts local campus must complete the Student Health Insurance Plan Enrollment/Acknowledgement form indicating either that they have either enrolled in the University's sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not complete the Enrollment/Acknowledgement form each calendar year may not enroll in further courses until the form has been completed and the student has appropriate health insurance coverage.

Students who begin their studies at campuses located in Hawaii are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

The Hawaii State Department of Health requires that all students attending school at a campus in this state who were born after December 31, 1956, be immunized for measles-mumps-rubella (MMR). Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

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

- A 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.

COLLEGE OF SECURITY AND CRIMINAL JUSTICE

The College of Security and Criminal Justice 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 Security and Criminal Justice 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

The following Master of Science/Administration of Justice and Security (MS/AJS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The mission of the Master of Science/Administration of Justice and Security degree program is to provide criminal justice practitioners, pre-service students and second career students with administrative skills required in both public and private sector criminal justice organizations. While distinctions between the roles of justice and security organizations are understood, the degree emphasizes an understanding of administrative responsibilities common to both disciplines. Consistent with the University of Phoenix Mission Statement, and focuses on organizational productivity, leadership, and providing quality service in criminal justice organizations and the community are stressed. The degree provides students with administrative program and policy development and problem solving skills that blend industry theory with best practices and practical application. This degree should be of particular interest to criminal justice practitioners, pre-service students and second career students seeking executive, management, promotional or transitional opportunities in the management of

police, corrections, court operations, and 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 Preferred Course Sequence

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

AJS 503	1 credit
Introduction to Graduate Study in Criminal Justice and Security	
AJS 504 ~	3 credits
Survey of Justice and Security	
AJS 514 ~	3 credits
Criminological Theory	
AJS 524 ~	3 credits
Cybercrime and Information Systems Security	
AJS 534 ~	3 credits
Organizational Administration in Justice and Security	
AJS 544 ~	3 credits
Ethics in Justice and Security	
AJS 554 ~	3 credits
Concepts of Physical and Personal Security	
AJS 564 ~	3 credits
Management of Institutional Risk and Critical Incident Management	
AJS 574 ~	3 credits
Finance and Budgeting in Justice and Security	
AJS 583 ~	3 credits
Legal Issues in Justice and Security	
AJS 584 ~	3 credits
Forensic Science and Psychological Profiling	
AJS 586 ~	3 credits
Public Policy Issues	
AJS 594 ~	3 credits
Program Development and Evaluation	
The University reserves the right to modify the required course of study.	
<i>The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.</i>	
<i>The Master of Science/Administration of Justice and Security program does not satisfy the requirements of the Minnesota Police Officer Standards and Training Board. Students will not qualify to be a police officer nor sit for the licensing exam in Minnesota upon successful completion of this program. The University's Criminal Justice programs are edu-</i>	

tional degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum of three (3) years of full-time, post-high school professional work experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- Signed Acknowledgement Form

Degree Requirements for the MS/AJS

- The completion of a minimum of 37 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as:
Master of Science
Administration of Justice and Security

Residency Requirements and Course Waivers for the MS/AJS

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 9 credits from their required course of study.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
 - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
 - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

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

- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses in the Required Course of Study may not be waived: AJS 594

Re-entry for the MS/AJS

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Master of Public Administration

The following Master of Public Administration (MPA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Master of Public Administration (MPA) program is designed to prepare students for a leadership career within private, non-profit, and public service organizations and communities. To prepare students for leadership careers in public administration, the program focuses on the regulatory, political, economic, social, and cultural environments and the theories and concepts that influence management and evaluation of diverse public service organizations, programs and processes; presents social entrepreneurial and business approaches to public service issues and opportunities at the state, county and local levels of government; and emphasizes adherence to the values and ethical principles of the public administration profession in all aspects of public service. The Masters of Public Administration program curriculum is based on the current accreditation standards set forth by the National Association of Schools of Public Affairs and Administration (NASPAA).

For more information about our graduation 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.

MPA Preferred Course Sequence

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).
MPA 503 3 credits
Public Administration Institutions and Processes
COM PA523 ~ 3 credits
Communications for Public Administrators
LAW PA513 ~ 3 credits
Law and Public Administration
HRM PA533 ~ 3 credits
Human Capital Development in the Public Sector
MPA 533 ~ 3 credits
Leading Organizational Change in the Public Sector
MPA 543 ~ 3 credits
Data Analysis for Public Policy and Management
MPA 573 ~ 3 credits
Program Evaluation
MPA TM543 ~ 3 credits
Leveraging Technology in the Public Sector
MPA 563 ~ 3 credits
Public Budgeting
MPA 553 ~ 3 credits
Public Finance
MPA 583 ~ 3 credits
Public Policy Planning and Implementation
MPA 593 ~ 3 credits
Public Administration Applied Project

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

The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

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.
- A minimum equivalent of three years of full-time, post-high school work or volunteer experience with exposure to organizational systems and management processes is required.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MPA

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

- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

- The following courses in the Required Course of Study may not be waived: MPA 593

Re-entry for the MPA

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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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.

Master of Science in Counseling Clinical Mental Health Counseling

The following Master of Science in Counseling Clinical Mental Health Counseling (MSC/CCMH) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Master of Science in Counseling: Clinical Mental Health Counseling is a 63 credit program that prepares graduates to work as practitioners with diverse clients in various mental health environments, including private practice, hospitals, and public and private mental health agencies. Students learn the foundations of counseling including theories and their application with groups and individuals; assessment and evaluation; counseling and consultative relationships; career planning; research methods; legal and ethical concerns, trauma and crisis, and program development, implementation, and evaluation. The program addresses critical issues facing counselors and includes supervised practicum and internship experiences where students obtain practical experience prior to graduation. Students in the program must pass the Counselor Preparation Comprehensive Examination (CPCE) as part of the graduation requirements.

This program meets the California LPCC educational requirements for registration with the Board of Behavioral Sciences (BBS) as an Professional Clinical Counselor Intern (PCCI). Upon successful completion of all educational requirements and required postgraduate supervised clinical hours, graduates are eligible to sit for the LPCC licensure exams in California.

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

Program Purpose

In order to practice as a counselor in most states, the student must be licensed as an LPC (Licensed Professional Counselor), MFT (Marriage and Family Therapist) or other comparable state professional license designation. License requirements vary by state. It is the student's responsibility to ascertain and meet licensure requirements in any state in

which the student desires to practice.

The Master of Science in Counseling/Clinical Mental Health Counseling degree program meets the California LPCC educational requirements for registration with the Board of Behavioral Sciences (BBS) as a Licensed Professional Clinical Counselor Intern (PCCI). Upon successful completion of all educational requirements and required postgraduate supervised clinical hours, graduates are eligible to sit for the LPCC licensure exams in California.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

Core Counseling Program Student Learning Outcomes

- Students will be able to integrate legal and ethical standards of the counseling profession in all aspects of professional practice.
- Students will be able to apply the historical, philosophical and theoretical foundations of the counseling profession in all aspects of professional practice.
- Students will be able to synthesize aspects of professional functioning to develop a professional counselor identity.
- Students will be able to apply multicultural competencies in all aspects of professional practice.
- Students will be able to analyze the needs of diverse groups to advocate for equitable mental health and counseling services, programs, policies and interventions.
- Students will be able to apply theories of human growth and development in all aspects of professional practice in diverse societies.
- Students will be able to apply career development theories and models to all aspects of educational and career counseling in a global economy.
- Students will be able to apply counseling theories, techniques and processes to develop a personal model of counseling practice to help diverse clients.
- Students will be able to apply theoretical and experiential group approaches in all aspects of professional practice in diverse societies.
- Students will be able to ethically apply psychological measurement theories and concepts in assessment and evaluation in multicultural societies.
- Students will be able to analyze counseling research and ethically apply the findings in an evidence-based practice and program evaluation.

CCMH-Specific Program Student Learning Outcomes

- Students will be able to analyze the effect of mental health policies, regulatory processes and legal standards in the practice of mental health counseling.
- Students will be able to apply culturally responsive mental health counseling, prevention, intervention and referral practices in mental health counseling.
- Students will be able to apply developmentally appropriate diagnostic principals and tools in all aspects of mental health counseling.

Program Category Requirements for the MSC/CCMH

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Basic Counseling, 13 total credits

CNSL 500.....	0 credits
Orientation to the Counseling Profession	
CCMH 504 ~	3 credits
Individual and Family Development Across the Life Span	
CCMH 506 ~	3 credits
Personality Theories and Counseling Models	
CCMH 515 ~	3 credits
Legal, Ethical, and Professional Issues in Counseling	
CCMH 511 ~	3 credits
Fundamental Counseling Skills	
CNSL 503R ~	1 credit
Residency I	

Intermediate Counseling, 22 total credits

CCMH 525 ~	3 credits
Research Methods for Mental Health Counselors	
CCMH 510 ~	3 credits
Multi-Cultural Issues in Mental Health Counseling	
CCMH 547 ~	3 credits
Basic Clinical Assessment and Psychometrics	
CCMH 522 ~	3 credits
Psychopharmacology	
CCMH 548 ~	3 credits
Psychopathology: Advanced Clinical Assessment	
CCMH 551 ~	3 credits
Individual Counseling	
CCMH 568 ~	3 credits
Group Counseling	
CNSL 513R ~	1 credit
Residency II	

Advanced Counseling, 19 total credits

CCMH 540 ~	3 credits
Career and Vocational Counseling	
CCMH 561 ~	3 credits
Dependency and Addictions	
CCMH 558 ~	3 credits
Crisis Intervention and Trauma	
CCMH 565 ~	3 credits
Family, Couple, and Child Counseling	
CMHC 551 ~	3 credits
Human Sexuality and Sex Therapy	
CCMH 581 ~	3 credits
Supervision/Management in Clinical Mental Health Counseling	
CNSL 523R ~	1 credit
Residency III	

Clinical Placement, 9 total credits

CCMH 592 ~	3 credits
Practicum in Clinical Mental Health Counseling	
CCMH 597A~	3 credits
Internship A	
CCMH 597B ~	3 credits
Internship B	

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

Additional Admission Requirements for the MSC/CCMH

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally 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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A signed Criminal Conviction Disclosure Form.
- A signed Professional Counseling Non-Academic Requirement Addendum Form.
- Official transcripts listing at least six (6) credits in the helping professions (psychology, counseling, or related) or education with a grade of "C" or better in each course. The six credits must have been completed prior to the student starting CNSL 500 - Orientation to the Counseling Profession.
- A minimum equivalent of two (2) years of full-time, post-high school paid and/or volunteer work experience with direct exposure to human services, human resources, primary, secondary or higher education, or organizational systems and associated management processes is required.
- Successful completion of CNSL 500, Orientation to the Counseling Profession. If the student is denied admission because of the unacceptable grade, the student may reapply for the Counseling program in 30 days and would be required to retake and pass CNSL 500. A student failing CNSL 500 on the second attempt, must wait 6 months before reapplying. Passing CNSL 500 is limited to a total of three attempts.

Degree Requirements for the MSC/CCMH

- Completion of a minimum of 63 credits.
- A minimum program grade point average (GPA) of 3.0.
- Students are required to complete and earn the minimum score for the Counselor Preparation Comprehensive Exam (CPCE) or another assessment/examination instrument as authorized by the Dean of the College. Successful completion of this assessment is a degree completion and graduation requirement. The CPCE may not be scheduled before the Practicum. The University provides students with the opportunity to take the exam three times at no cost. Additional attempts to pass the exam are the student's financial responsibility.
 - This program requires a minimum percentage of 60
- Completion of Internship (600 hours) and Practicum (100 hours).
- The diploma awarded for this program will read as:
Master of Science in Counseling
Clinical Mental Health Counseling

Academic Progression Requirements for the MSC/CCMH

- Residency courses contain multiple requirements for academic progression; therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework.
Residency courses are: CNSL 503R, CNSL 513R, CNSL 523R.

- Clinical Practice courses contain multiple requirements for academic progression; therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical Practice courses are: CCMH 592, CCMH 597A, CCMH 597B.
- The following Clinical courses contain multiple requirements for academic progression; therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical courses are: CCMH 515, CCMH 548, CCMH 551, CCMH 568, CNSL 500.
- Completion of all courses with a grade of "B-" or better. Students must maintain an overall GPA of at least 3.0.

Academic Standing and Minimum Grade Requirements for the MSC/CCMH

- Students in this program may not attend any further courses after being assigned a grade of incomplete in a course.
- MSC students will be placed on Scholastic Disqualification if a minimum grade of "B-" is not attained in any course. If a student repeats a course due to receiving a grade that is less than a "B-", and does not receive a grade of "B-" or better the second time, the student will be scholastically suspended, permanently withdrawn, from this program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have fulfilled the requirements for reentry as determined by the Campus College Chair.
- Students must successfully complete CNSL 503R Graduate Portfolio Residency I in order to continue in this program. Students who don't successfully complete CNSL 503R may not enroll in any subsequent coursework until the course has been successfully completed. Students who fail CNSL 503R may repeat the course after three (3) months. If the student does not meet the minimum grade requirement on the second attempt, the student will be scholastically suspended, permanently withdrawn, from this program.
- Students in the College of Social Science graduate programs may not transfer credit to the University from courses taken from other schools while academically or scholastically disqualified.

Residency Requirements and Course Waivers for the MSC/CCMH

- Students in this program may waive a maximum of 9 credits from their required course of study.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
 - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
 - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "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: CCMH 515, CCMH 515CA, CCMH 522, CCMH 547, CCMH 548, CCMH 558, CCMH 565, CCMH 581, CCMH 592, CCMH 597A, CCMH 597B, CNSL 500, CNSL 503R, CNSL 513R, CNSL 523R

Re-entry for the MSC/CCMH

All students who have been out of attendance for one (1) year or more in a counseling program must retake and pass the most recently graded Residency class.

If a student is required to retake CNSL 503R Residency I: Basic Helping Competencies upon re-entry and does not pass the course, the student may reapply for the Counseling program in three (3) months and would be required to retake and pass CNSL 503R. A student failing CNSL 503R on the second attempt, must wait six (6) months before reapplying. Passing CNSL 503R is limited to a total of three attempts.

Master of Science in Counseling Clinical Mental Health Counseling (Utah)

The following Master of Science in Counseling Clinical Mental Health Counseling (MSC/CCMH) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Master of Science in Counseling: Clinical Mental Health Counseling is a 66 credit program that prepares graduates to work as practitioners with diverse clients in various mental health environments, including private practice, hospitals, and public and private mental health agencies. Students learn the foundations of counseling including theories and their application with groups and individuals; assessment and evaluation; counseling and consultative relationships; career planning; research methods; legal and ethical concerns, trauma and crisis, and program development, implementation, and evaluation. The program addresses critical issues facing counselors and includes supervised practicum and internship experiences where students obtain practical experience prior to graduation. Students in the program must pass the Counselor Preparation Comprehensive Examination (CPCE) as part of the graduation requirements.

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

Program Purpose

In order to practice as a counselor in most states, the student must be licensed as an LPC (Licensed Professional Counselor), MFT (Marriage and Family Therapist) or other comparable state professional license designation. License requirements vary by state. It is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social Sciences graduating students are intended to attain certain program-specific knowledge, skills and

abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

Core Counseling Program Student Learning Outcomes

- Students will be able to integrate legal and ethical standards of the counseling profession in all aspects of professional practice.
- Students will be able to apply the historical, philosophical and theoretical foundations of the counseling profession in all aspects of professional practice.
- Students will be able to synthesize aspects of professional functioning to develop a professional counselor identity.
- Students will be able to apply multicultural competencies in all aspects of professional practice.
- Students will be able to analyze the needs of diverse groups to advocate for equitable mental health and counseling services, programs, policies and interventions.
- Students will be able to apply theories of human growth and development in all aspects of professional practice in diverse societies.
- Students will be able to apply career development theories and models to all aspects of educational and career counseling in a global economy.
- Students will be able to apply counseling theories, techniques and processes to develop a personal model of counseling practice to help diverse clients.
- Students will be able to apply theoretical and experiential group approaches in all aspects of professional practice in diverse societies.
- Students will be able to ethically apply psychological measurement theories and concepts in assessment and evaluation in multicultural societies.
- Students will be able to analyze counseling research and ethically apply the findings in an evidence-based practice and program evaluation.

CCMH-Specific Program Student Learning Outcomes

- Students will be able to analyze the effect of mental health policies, regulatory processes and legal standards in the practice of mental health counseling.
- Students will be able to apply culturally responsive mental health counseling, prevention, intervention and referral practices in mental health counseling.
- Students will be able to apply developmentally appropriate diagnostic principals and tools in all aspects of mental health counseling.

Program Category Requirements for the MSC/CCMH

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Basic Counseling, 13 total credits

CNSL 500~.....	0 credits
Orientation to the Counseling Profession	
CCMH 504 ~.....	3 credits
Individual and Family Development Across the Life Span	
CCMH 506 ~.....	3 credits
Personality Theories and Counseling Models	
CCMH 515 ~.....	3 credits
Legal, Ethical, and Professional Issues in Counseling	
CCMH 511 ~.....	3 credits
Fundamental Counseling Skills	

CNSL 503R ~1 credit
Residency I

Intermediate Counseling, 22 total credits

CCMH 525 ~	3 credits
Research Methods for Mental Health Counselors	
CCMH 510 ~	3 credits
Multi-Cultural Issues in Mental Health Counseling	
CCMH 547 ~	3 credits
Basic Clinical Assessment and Psychometrics	
CCMH 522 ~	3 credits
Psychopharmacology	
CCMH 548 ~	3 credits
Psychopathology: Advanced Clinical Assessment	
CCMH 551 ~	3 credits
Individual Counseling	
CCMH 568 ~	3 credits
Group Counseling	
CNSL 513R ~	1 credit
Residency II	

Advanced Counseling, 19 total credits

CCMH 540 ~	3 credits
Career and Vocational Counseling	
CCMH 561 ~	3 credits
Dependency and Addictions	
CCMH 558 ~	3 credits
Crisis Intervention and Trauma	
CCMH 565 ~	3 credits
Family, Couple, and Child Counseling	
CMHC 551 ~	3 credits
Human Sexuality and Sex Therapy	
CCMH 581 ~	3 credits
Supervision/Management in Clinical Mental Health Counseling	
CNSL 523R ~	1 credit
Residency III	

Clinical Placement, 12 total credits

CCMH 592 ~	3 credits
Practicum in Clinical Mental Health Counseling	
CCMH 597A ~	3 credits
Internship A	
CCMH 597B ~	3 credits
Internship B	
CCMH 597C ~	3 credits
Internship C	

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

Additional Admission Requirements for the MSC/CCMH

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally 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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A signed Criminal Conviction Disclosure Form.
- A signed Professional Counseling Non-Academic Requirement Addendum Form.
- Official transcripts listing at least six (6) credits in the helping professions (psychology, counseling, or related) or education with a grade of "C" or better in each course. The six credits must have been completed prior to the student starting CNSL/500 - Orientation to the Counseling Profession.
- A minimum equivalent of two (2) years of full-time, post-high school paid and/or volunteer work experience with direct exposure to human services, human resources, primary, secondary or higher education, or organizational systems and associated management processes is required.
- Successful completion of CNSL 500, Orientation to the Counseling Profession. If the student is denied admission because of the unacceptable grade, the student may reapply for the Counseling program in 30 days and would be required to retake and pass CNSL 500. A student failing CNSL 500 on the second attempt, must wait 6 months before reapplying. Passing CNSL 500 is limited to a total of three attempts.

Degree Requirements for the MSC/CCMH

- Completion of a minimum of 66 credits.
- A minimum program grade point average (GPA) of 3.0.
- Students are required to complete and earn the minimum score for the Counselor Preparation Comprehensive Exam (CPCE) or another assessment/examination instrument as authorized by the Dean of the College. Successful completion of this assessment is a degree completion and graduation requirement. The CPCE may not be scheduled before the Practicum. The University provides students with the opportunity to take the exam three times at no cost. Additional attempts to pass the exam are the student's financial responsibility.
 - This program requires a minimum percentage of 60
- Completion of Internship (900 hours) and Practicum (100 hours).
- The diploma awarded for this program will read as:
Master of Science in Counseling
Clinical Mental Health Counseling

Academic Progression Requirements for the MSC/CCMH

- Residency courses contain multiple requirements for academic progression; therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Residency courses are: CNSL 503R, CNSL 513R, CNSL 523R
- Clinical Practice courses contain multiple requirements for academic progression; therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical Practice courses are: CCMH 592, CCMH 597A, CCMH 597B, CCMH 597C
- The following Clinical courses contain multiple requirements for academic progression; therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical courses are: CCMH 515, CCMH 548, CCMH 551, CCMH 568, CNSL 500
- Completion of all courses with a grade of "B-" or better. Students must maintain an overall GPA of at least 3.0.

Academic Standing and Minimum Grade Requirements for the

MSC/CCMH

- Students in this program may not attend any further courses after being assigned a grade of incomplete in a course.
- MSC students will be placed on Scholastic Disqualification if a minimum grade of "B-" is not attained in any course. If a student repeats a course due to receiving a grade that is less than a "B-" and does not receive a grade of "B-" or better the second time, the student will be scholastically suspended, permanently withdrawn, from this program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have fulfilled the requirements for reentry as determined by the Campus College Chair.
- Students must successfully complete CNSL/503R Graduate Portfolio Residency I in order to continue in this program. Students who don't successfully complete CNSL/503R may not enroll in any subsequent coursework until the course has been successfully completed. Students who fail CNSL/503R may repeat the course after three (3) months. If the student does not meet the minimum grade requirement on the second attempt, the student will be scholastically suspended, permanently withdrawn, from this program.
- Students in the College of Social Science graduate programs may not transfer credit to the University from courses taken from other schools while academically or scholastically disqualified.

Residency Requirements and Course Waivers for the MSC/CCMH

- Students in this program may waive a maximum of 9 credits from their required course of study.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
 - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
 - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "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: CCMH 515, CCMH 522, CCMH 547, CCMH 548, CCMH 558, CCMH 565, CCMH 581, CCMH 592, CCMH 597A, CCMH 597B, CCMH 597C, CNSL 500, CNSL 503R, CNSL 513R, CNSL 523R

Re-entry for the MSC/CCMH

All students who have been out of attendance for one (1) year or more in a counseling program must retake and pass the most recently graded Residency class.

If a student is required to retake CNSL 503R Residency I: Basic Helping Competencies upon re-entry and does not pass the course, the student may reapply for the Counseling program in three (3) months and would be required to retake and pass CNSL 503R. A

student failing CNSL 503R on the second attempt, must wait six (6) months before reapplying. Passing CNSL 503R is limited to a total of three attempts.

Master of Science in Counseling Clinical Mental Health Counseling (Nevada)

The following Master of Science in Counseling Clinical Mental Health Counseling (MSC/CCMH) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Master of Science in Counseling; Clinical Mental Health Counseling is a 66 credit program that prepares graduates to work as practitioners with diverse clients in various mental health environments, including private practice, hospitals, and public and private mental health agencies. Students learn the foundations of counseling including theories and their application with groups and individuals; assessment and evaluation; counseling and consultative relationships; career planning; research methods; legal and ethical concerns, trauma and crisis, and program development, implementation, and evaluation. The program addresses critical issues facing counselors and includes supervised practicum and internship experiences where students obtain practical experience prior to graduation. Students in the program must pass the Counselor Preparation Comprehensive Examination (CPCE) as part of the graduation requirements.

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

Program Purpose

In order to practice as a counselor in most states, the student must be licensed as an LPC (Licensed Professional Counselor), MFT (Marriage and Family Therapist) or other comparable state professional license designation. License requirements vary by state. It is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

Core Counseling Program Student Learning Outcomes

- Students will be able to integrate legal and ethical standards of the counseling profession in all aspects of professional practice.
- Students will be able to apply the historical, philosophical and theoretical foundations of the counseling profession in all aspects of professional practice.
- Students will be able to synthesize aspects of professional functioning to develop a professional counselor identity.
- Students will be able to apply multicultural competencies in all aspects of professional practice.

- Students will be able to analyze the needs of diverse groups to advocate for equitable mental health and counseling services, programs, policies and interventions.
- Students will be able to apply theories of human growth and development in all aspects of professional practice in diverse societies.
- Students will be able to apply career development theories and models to all aspects of educational and career counseling in a global economy.
- Students will be able to apply counseling theories, techniques and processes to develop a personal model of counseling practice to help diverse clients.
- Students will be able to apply theoretical and experiential group approaches in all aspects of professional practice in diverse societies.
- Students will be able to ethically apply psychological measurement theories and concepts in assessment and evaluation in multicultural societies.
- Students will be able to analyze counseling research and ethically apply the findings in an evidence-based practice and program evaluation.

CCMH-Specific Program Student Learning Outcomes

- Students will be able to analyze the effect of mental health policies, regulatory processes and legal standards in the practice of mental health counseling.
- Students will be able to apply culturally responsive mental health counseling, prevention, intervention and referral practices in mental health counseling.
- Students will be able to apply developmentally appropriate diagnostic principals and tools in all aspects of mental health counseling.

Program Category Requirements for the MSC/CCMH

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Basic Counseling, 13 total credits

CNSL 500	0 credits
Orientation to the Counseling Profession	
CCMH 504 ~	3 credits
Individual and Family Development Across the Life Span	
CCMH 506 ~	3 credits
Personality Theories and Counseling Models	
CCMH 515 ~	3 credits
Legal, Ethical, and Professional Issues in Counseling	
CCMH 511 ~	3 credits
Fundamental Counseling Skills	
CNSL 503R ~	1 credit
Residency I	

Intermediate Counseling, 22 total credits

CCMH 525 ~	3 credits
Research Methods for Mental Health Counselors	
CCMH 510 ~	3 credits
Multi-Cultural Issues in Mental Health Counseling	
CCMH 547 ~	3 credits
Basic Clinical Assessment and Psychometrics	
CCMH 522 ~	3 credits
Psychopharmacology	

CCMH 548 ~.....	3 credits
Psychopathology: Advanced Clinical Assessment	
CCMH 551 ~.....	3 credits
Individual Counseling	
CCMH 568 ~.....	3 credits
Group Counseling	
CNSL 513R ~	1 credit
Residency II	

Advanced Counseling, 19 total credits

CCMH 540 ~.....	3 credits
Career and Vocational Counseling	
CCMH 561 ~.....	3 credits
Dependency and Addictions	
CCMH 558 ~.....	3 credits
Crisis Intervention and Trauma	
CCMH 565 ~.....	3 credits
Family, Couple, and Child Counseling	
CMHC 551 ~.....	3 credits
Human Sexuality and Sex Therapy	
CCMH 581 ~.....	3 credits
Supervision/Management in Clinical Mental Health Counseling	
CNSL 523R ~	1 credit
Residency III	

Clinical Placement, 12 total credits

CCMH 592 ~.....	3 credits
Practicum in Clinical Mental Health Counseling	
CCMH 597A ~	3 credits
Internship A	
CCMH 597B ~	3 credits
Internship B	
CCMH 597C ~	3 credits
Internship C	

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

Additional Admission Requirements for the MSC/CCMH

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally 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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A signed Criminal Conviction Disclosure Form.
- A signed Professional Counseling Non-Academic Requirement Addendum Form.
- Official transcripts listing at least six (6) credits in the helping professions (psychology, counseling, or related) or education with a grade of "C" or better in each course. The six credits must have been completed prior to the student starting CNSL/500 - Orientation to the Counseling Profession.

- A minimum equivalent of two (2) years of full-time, post-high school paid and/or volunteer work experience with direct exposure to human services, human resources, primary, secondary or higher education, or organizational systems and associated management processes is required.
- Successful completion of CNSL 500, Orientation to the Counseling Profession. If the student is denied admission because of the unacceptable grade, the student may reapply for the Counseling program in 30 days and would be required to retake and pass CNSL 500. A student failing CNSL 500 on the second attempt, must wait 6 months before reapplying. Passing CNSL 500 is limited to a total of three attempts.

Degree Requirements for the MSC/CCMH

- Completion of a minimum of 66 credits.
- A minimum program grade point average (GPA) of 3.0.
- Students are required to complete and earn the minimum score for the Counselor Preparation Comprehensive Exam (CPCE) or another assessment/examination instrument as authorized by the Dean of the College. Successful completion of this assessment is a degree completion and graduation requirement. The CPCE may not be scheduled before the Practicum. The University provides students with the opportunity to take the exam three times at no cost. Additional attempts to pass the exam are the student's financial responsibility.
 - This program requires a minimum percentage of 60
- Completion of Internship (600 hrs) and Practicum (100 hours) within 52 weeks.
- The diploma awarded for this program will read as:
Master of Science in Counseling
Clinical Mental Health Counseling

Academic Progression Requirements for the MSC/CCMH

- Residency courses contain multiple requirements for academic progression; therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Residency courses are: CNSL 503R, CNSL 513R, CNSL 523R
- Clinical Practice courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical Practice courses are: CCMH 592, CCMH 597A, CCMH 597B, CCMH 597C
- The following Clinical courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical courses are: CCMH 515, CCMH 548, CCMH 551, CCMH 568, CNSL 500
- Completion of all courses with a grade of "B-" or better. Students must maintain an overall GPA of at least 3.0.

Academic Standing and Minimum Grade Requirements for the MSC/CCMH

- Students in this program may not attend any further courses after being assigned a grade of incomplete in a course.
- MSC students will be placed on Scholastic Disqualification if a minimum grade of "B-" is not attained in any course. If a student repeats a course due to receiving a grade that is less than a "B-" and does not receive a grade of "B-" or better the second time, the student will be scholastically suspended, permanently withdrawn, from this program.

- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have fulfilled the requirements for reentry as determined by the Campus College Chair.
- Students must successfully complete CNSL 503R Graduate Portfolio Residency I in order to continue in this program. Students who don't successfully complete CNSL 503R may not enroll in any subsequent coursework until the course has been successfully completed. Students who fail CNSL 503R may repeat the course after three (3) months. If the student does not meet the minimum grade requirement on the second attempt, the student will be scholastically suspended, permanently withdrawn, from this program.
- Students in the College of Social Science graduate programs may not transfer credit to the University from courses taken from other schools while academically or scholastically disqualified.

Residency Requirements and Course Waivers for the MSC/CCMH

- Students in this program may waive a maximum of 9 credits from their required course of study.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
 - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
 - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "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: CCMH 515, CCMH 522, CCMH 547, CCMH 548, CCMH 558, CCMH 565, CCMH 581, CCMH 592, CCMH 597A, CCMH 597B, CCMH 597C, CNSL 500, CNSL 503R, CNSL 513R, CNSL 523R

Re-entry for the MSC/CCMH

All students who have been out of attendance for one (1) year or more in a counseling program must retake and pass the most recently graded Residency class.

If a student is required to retake CNSL 503R Residency I: Basic Helping Competencies upon re-entry and does not pass the course, the student may reapply for the Counseling program in three (3) months and would be required to retake and pass CNSL 503R. A student failing CNSL 503R on the second attempt, must wait six (6) months before reapplying. Passing CNSL 503R is limited to a total of three attempts.

Master of Science in Psychology

The following Master of Science in Psychology (MSP) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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>.

Program Purpose

The Master of Science in Psychology is an educational degree program that provides a foundation of knowledge in the field of psychology. This program does not prepare students for any type of professional certification or licensure as a psychologist.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to analyze the major concepts, theories, methodologies and historical trends in psychology.
- Students will be able to apply the scientific method to research-related activities in psychology.
- Students will be able to apply psychological principles to address personal, social and organizational problems and/or issues.
- Students will be able to apply the APA code of ethics when resolving problems and/or issues related to human behavior and conducting psychological research.
- Students will be able to interpret relevant psychological theories, interventions and research results from a global perspective.

MSP Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 600 3 credits
Communication Skills for Graduate Study

PSYCH 600 ~ 3 credits

Developmental Psychology

PSYCH 650 ~ 3 credits

Psychopathology

PSYCH 645 ~ 3 credits

Personality Theories	
PSYCH 640 ~	3 credits
Cognitive Psychology	
PSYCH 660 ~	3 credits
Ethics and Professional Issues	
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 635 ~	3 credits
Psychology of Learning	
PSYCH 630 ~	3 credits
Physiological Psychology	
PSYCH 655 ~	3 credits
Psychometrics	
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

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 for all undergraduate coursework 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.
 - 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

Academic Progression Requirements for the MSP

- Students must successfully complete COM 600 with a B or better.

Minimum Grade Requirements 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, 30 credits from 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

Re-entry for the MSP

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Master of Science in Psychology Concentration in Industrial-Organizational Psychology

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 representative 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>.

Program Purpose

The Master of Science in Psychology Concentration in Industrial-Organizational Psychology is an educational degree program that provides a foundation of knowledge in the field of psychology. This program does not prepare students for any type of professional certification or licensure as a psychologist.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to analyze the major concepts, theories, methodologies and historical trends in psychology.
- Students will be able to apply the scientific method to research-related activities in psychology.
- Students will be able to apply psychological principles to address personal, social and organizational problems and/or issues.
- Students will be able to apply the APA code of ethics when resolving problems and/or issues related to human behavior and conducting psychological research.
- Students will be able to interpret relevant psychological theories, interventions and research results from a global perspective.

MSP/I-O Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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 629 ~	3 credits
Introduction to Industrial/Organizational Psychology	
PSYCH 630 ~	3 credits
Physiological Psychology	
PSYCH 635 ~	3 credits
Psychology of Learning	
PSYCH 640 ~	3 credits
Cognitive Psychology	
PSYCH 642 ~	3 credits
Personnel Psychology	
PSYCH 645 ~	3 credits
Personality Theories	
PSYCH 647 ~	3 credits
Human Performance, Assessment, and Feedback	
PSYCH 650 ~	3 credits

Psychopathology

PSYCH 655 ~ 3 credits

Psychometrics

PSYCH 658 ~ 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 (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 for all undergraduate coursework 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.
- 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

Academic Progression Requirements for the MSP/I-O

- Students must successfully complete COM 600 with a B or better.

Minimum Grade Requirements 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 academically 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 Academically 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 from 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

Re-entry for the MSP/I-O

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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SCHOOL OF BUSINESS

We prepare future leaders for business excellence.

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

In particular we:

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

By 2020, through its integrated network of faculty, staff and business collaborators, the University of Phoenix, School of Business will be a preferred source for finding and developing emerging leaders for organizations.

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 representative for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is based on current research of managerial competencies and graduate business standards as tested by existing national standardized graduate business examinations.

In addition to the University of Phoenix learning goals, the MBA program prepares students to:

- Demonstrate the knowledge and skills needed to identify and solve organizational problems using a systematic decision-making approach.
- Demonstrate the knowledge and skills needed to manage, develop, and motivate personnel to meet changing organizational needs in a global business environment.
- Apply critical analysis of alternatives under conditions of uncertainty.
- Develop awareness of their own values and the effect of those values on organizational decision making.
- Assess whether an organization's plans and actions align with its values.

- Comprehend the application of a significant amount of business administration knowledge within the domains of management, business law, human capital management, organizational leadership, quantitative reasoning for business, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

Students can gain additional knowledge in a concentration area through the selection and completion of up to 15 graduate-level credits in required concentration-specific courses.

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

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply key systematic and analytical decision-making skills to solve complex organizational problems.
- Students will create strategies for business growth based on the alignment of their personal values against the organization's values.
- Students will apply key managerial skills to foster innovation and lead change in a dynamic business environment.
- Students will evaluate the implications of changing environmental factors on organizational choices within a global environment.
- Students will apply key disciplinary skills to the following domains of the MBA program as practitioners in business:
 - Human capital management
 - Business law
 - Organizational leadership
 - Economics
 - Accounting
 - Research and statistics
 - Operations management
 - Corporate finance
 - Marketing
 - Strategic planning and implementation

MBA Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Management, 3 total credits

MGT 521 3 credits
Management

Human Capital Management, 3 total credits

HRM 531 ~ 3 credits

Human Capital Management	
Business Law, 3 total credits	
LAW 531 ~.....	3 credits
Business Law	
Organizational Leadership, 3 total credits	
LDR 531 ~.....	3 credits
Organizational Leadership	
Quantitative Reasoning for Business, 3 total credits	
QRB 501 ~.....	3 credits
Quantitative Reasoning for Business	
Economics, 3 total credits	
ECO 561 ~	3 credits
Economics	
Accounting, 3 total credits	
ACC 561 ~	3 credits
Accounting	
Applied Business Research and Statistics, 3 total credits	
QNT 561 ~	3 credits
Applied Business Research & Statistics	
Operations Management, 3 total credits	
OPS 571 ~	3 credits
Operations Management	
Corporate Finance, 3 total credits	
FIN 571 ~	3 credits
Corporate Finance	
Marketing, 3 total credits	
MKT 571 ~	3 credits
Marketing	
Strategic Planning and Implementation, 3 total credits	
STR 581 ~	3 credits
Strategic Planning & Implementation	
Accounting Concentration	
<i>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.</i>	
<i>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).</i>	
For more information about our graduation 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	
<i>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.</i>	

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 ~

Global Capital Markets

FIN 585 ~

Financial Controlling

FIN 590 ~

Audit and Compliance Management

Students must choose one course from the following:

FIN 591 ~

Real Estate Investment

FIN 592 ~

Mergers and Acquisitions

FIN 593 ~

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 510 ~

Global Business Organization and Culture

GMGT 520 ~

External Environment of Global Business

GMGT 530 ~

Internal Environment of Global Business

GMGT 540 ~

Global Strategy Formulation and Implementation

CAP GM591 ~ 3 credits

Cases in Cross-Border Management

Health Care Management Concentration

MBA students may earn a concentration in Health Care Management (HCM) by completing at least 15 credit hours of course work in Health Care Management.

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

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

HCS 531 ~ 3 credits

Health Care Organizations and Delivery Systems

HCS 533 ~ 3 credits

Health Information Systems

HCS 545 ~ 3 credits

Health Law and Ethics

HCS 588 ~ 3 credits

Measuring Performance Standards

HCS 586 ~ 3 credits

Health Care Strategic Management

Human Resource Management Concentration

MBA students may earn a concentration in Human Resource Management (HRM) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning a HRM concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the HRM concentration coursework.

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

HRM 546 ~ 3 credits

Human Resource Law

HRM 558 ~ 3 credits

Research in Human Resource Management

HRM 548 ~ 3 credits

Recruitment and Retention Practices

HRM 552 ~ 3 credits

Organizational Training and Development

HRM 554 ~ 3 credits

Occupational Health and Safety

HRM 595 ~ 3 credits

Human Resource Capstone Course

Marketing Concentration

MBA students may earn a concentration in Marketing (MKT) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning a MKT concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the MKT concentration (3 of which must include MKT 593-Product Design and Development Course).

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

programs/mba-mkt.

MKT 544 ~ 3 credits

Integrated Marketing Communications

MKT 554 ~ 3 credits

Consumer Behavior

MKT 552 ~ 3 credits

Technology Applications and e-Marketing

MKT 562 ~ 3 credits

Advanced International Marketing

MKT 593 ~ 3 credits

Product Design and Development

Project Management Concentration

MBA students may earn a concentration in Project Management (PM) by completing at least 15 credit hours of coursework in Project Management.

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

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

PM 571 ~ 3 credits

Project Management

PM 582 ~ 3 credits

Project Leadership

PM 584 ~ 3 credits

Project Risk Management

PM 586 ~ 3 credits

Project Quality Management

PM 598 ~ 3 credits

Project Management Capstone

Technology Management Concentration

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

Students earning a TM concentration will complete a minimum of 51 credits (36 credits from the MBA required areas) which includes 15 credits from concentration coursework.

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

COM TM541 ~ 3 credits

Communications for Managers of Technology

PM 571 ~ 3 credits

Project Management

TMGT 540 ~ 3 credits

Management of R&D and Innovation Processes

TMGT 550 ~ 3 credits

Technology Transfer in the Global Economy

TMGT 590 ~ 3 credits

Applications of Technology Management

The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.

Additional Admission Requirements for the MBA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MBA

The degree requirements for this program are the following:

- A minimum of 36 graduate credits must be completed to meet all areas of the required course of study.
- A minimum grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Master of Business Administration

Academic Progression Requirements for the MBA

- MGT 521 must be the first course taken.
- QRB 501 must be satisfied prior to progressing in courses in Economics, Accounting, Applied Business Research & Statistics, Operations Management, Corporate Finance, Marketing, and Strategic Planning & Implementation.
- Strategic Planning & Implementation (STR 581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 graduate level credits at the University.
- In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
 - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
 - The course must have been completed within the past ten (10) years with a "B" (3.0) or better; and
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Management (MGT 521) may not be waived.
- Strategic Planning & Implementation (STR 581 or an alternative strategy course), which is the last core course in the program, may not be waived.

- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

- The following courses may not be waived: ACC 541, CAP GM591, EM 555, EM 595, GMGT 510, HCS 531, HCS 586, HRM 595, MGT 521, MKT 593, PM 598, QRB 501, STR 581

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.

The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.

The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

- Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

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.

Re-entry for the MBA

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Master of Business Administration (Certificate Track)

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 representative for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is based on current research of managerial competencies and graduate business standards as tested by existing national standardized graduate business examinations. In addition to the University of Phoenix learning goals, the MBA program prepares students to:

- Demonstrate the knowledge and skills needed to identify and solve organizational problems using a systematic decision-making approach.
- Demonstrate the knowledge and skills needed to manage, develop, and motivate personnel to meet changing organizational needs in a global business environment.
- Apply critical analysis of alternatives under conditions of uncertainty.
- Develop awareness of their own values and the effect of those values on organizational decision making.
- Assess whether an organization's plans and actions align with its values.
- Comprehend the application of a significant amount of business administration knowledge within the domains of management, business law, human capital management, organizational leadership, quantitative reasoning for business, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

The MBA consists of 36-51 credit hours. Thirty-six credit hours constitute the required course of study. Students can gain additional knowledge in a concentration area through the selection and completion of concentration-specific courses.

For more information about our graduation 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>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply key systematic and analytical decision-making skills to solve complex organizational problems.
- Students will create strategies for business growth based on the alignment of their personal values against the organization's values.
- Students will apply key managerial skills to foster innovation and lead change in a dynamic business environment.
- Students will evaluate the implications of changing environmental factors on organizational choices within a global environment.
- Students will apply key disciplinary skills to the following domains of the MBA program as practitioners in business:
 - Human capital management
 - Business law
 - Organizational leadership
 - Economics
 - Accounting
 - Research and statistics

- Operations management
- Corporate finance
- Marketing
- Strategic planning and implementation

Program Category Requirements and Preferred Sequence for the MBA

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Management, 3 total credits

MGT 521 3 credits
Management

Human Capital Management, 3 total credits

HRM 531 ~ 3 credits
Human Capital Management

Business Law, 3 total credits

LAW 531 ~ 3 credits
Business Law

Organizational Leadership, 3 total credits

LDR 531 ~ 3 credits
Organizational Leadership

Quantitative Reasoning for Business, 3 total credits

QRB 501 ~ 3 credits
Quantitative Reasoning for Business

Economics, 3 total credits

ECO 561 ~ 3 credits
Economics

Accounting, 3 total credits

ACC 561 ~ 3 credits
Accounting

Applied Business Research and Statistics, 3 total credits

QNT 561 ~ 3 credits
Applied Business Research & Statistics

Operations Management, 3 total credits

OPS 571 ~ 3 credits
Operations Management

Corporate Finance, 3 total credits

FIN 571 ~ 3 credits
Corporate Finance

Marketing, 3 total credits

MKT 571 ~ 3 credits
Marketing

Strategic Planning and Implementation, 3 total credits

STR 581 ~ 3 credits
Strategic Planning & Implementation

Accounting Certificate Track

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	
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	
ETH 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.

Human Resource Management Certificate Track

MBA students may earn a concentration in Human Resource Management (HRM) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning a HRM concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the HRM concentration coursework (3 of which must include HRM 595-Human Resource Capstone Course).

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

HRM 546 ~	3 credits
Human Resource Law	
HRM 558 ~	3 credits
Research in Human Resource Management	
HRM 548 ~	3 credits
Recruitment and Retention Practices	
HRM 552 ~	3 credits
Organizational Training and Development	
HRM 595 ~	3 credits
Human Resource Capstone Course	

Marketing Certificate Track

MBA students may earn a concentration in Marketing (MKT) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning a MKT concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the MKT concentration (3 of which must include

MKT 593-Product Design and Development Course).

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

MKT 544 ~

Integrated Marketing Communications

MKT 554 ~

Consumer Behavior

MKT 552 ~

Technology Applications and e-Marketing

MKT 562 ~

Advanced International Marketing

MKT 593 ~

Product Design and Development

Project Management Certificate Track

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-pmc>.

PM 571 ~

Project Management

PM 582 ~

Project Leadership

PM 584 ~

Project Risk Management

PM 586 ~

Project Quality Management

PM 598 ~

Project Management Capstone

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

General Information for the MBA

- The Certificate Track graduate program is designed to be an option for students to earn a certificate en-route to earning the graduate degree.
- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the graduate program.

Additional Admission Requirements for the 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 prior work experience is required for this program.
- Applicants must have access to a suitable work environment for the completion of course assignments.

- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MBA

The degree requirements for this program are the following:

- Completion of a minimum of 36-51 credits.
- A minimum grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Students may earn a certificate in the same area of focus as the concentration en-route to completing the graduate degree. Students may apply for certificate conferral meeting the following program requirements:
 - Successful completion of all courses outlined in the enrollment agreement for the certificate.
 - Achievement of the minimum program GPA.
 - Fulfillment of the minimum University residency requirement.

Students must successfully complete the following programmatic requirements for certificate conferral:

Graduate Accounting Certificate (CERT/G-ACC) - 15 credits

Foundational coursework

- ACC 541 - Accounting Theory & Research
- ACC 561 - Accounting

Graduate Accounting Certificate Electives (Choose 3):

- ACC 542 - Accounting Information Systems
- ACC 543 - Managerial Accounting & Legal Aspects of Business
- ACC 544 - Internal Control Systems
- ACC 545 - Financial Reporting
- ACC 546 - Auditing
- ACC 547 - Taxation
- ACC 548 - Not-for-Profit & Government Accounting
- ACC 556 - Forensic Accounting
- ETH 557 - Accounting Ethics

Graduate Human Resources Management Certificate (CERT/G-HRM) - 15 credits

Foundational coursework

- HRM 531 - Human Capital Management
- HRM 595 - Human Resource Capstone Course

Graduate Human Resource Management Certificate Electives (Choose 3):

- HRM 546 - Human Resource Law
- HRM 548 - Recruitment and Retention Practices
- HRM 552 - Organizational Training and Development
- HRM 558 - Research in Human Resource Management

Graduate Marketing Certificate (CERT/G-MKT) - 15 credits

Foundational coursework

- MKT 571 - Marketing
- MKT 593 - Product Design and Development

Graduate Marketing Certificate Electives (Choose 3):

- MKT 544 - Integrated Marketing Communications
- MKT 552 - Technology Applications and e-Marketing
- MKT 554 - Consumer Behavior
- MKT 562 - Advanced International Marketing

Graduate Project Management Certificate (G-PM) - 18

- MGT 521 - Management

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

Students can only earn one certificate en-route to completing the graduate program.

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

- The Program Requirement in Management must be completed first.
- The Program Requirement in Quantitative Reasoning for Business 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses may not be waived: ACC 541, 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 as part of the master's degree program.

Re-entry for the MBA

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without

appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative 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 leadership and entrepreneurship 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 leadership, entrepreneurship and management 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>.

Program Category Requirements Preferred Sequence and Prerequisites for the MM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundation, 9 total credits

BUS 511 3 credits
Managing the Business Environment

BUS 502 3 credits
The External Factors that Impact Business

BUS 503 3 credits
Accounting and Financial Decision Making

Entrepreneurial Leadership, 3 total credits

ENT 527 ~ 3 credits
Opportunity Assessment and Innovation

Communications, 3 total credits

COM 539 ~ 3 credits
Communications: Selling and Customer Engagement

Leadership, 3 total credits

LDR 535 ~ 3 credits
Leading Change

Strategic Marketing, 3 total credits

MKT 575 ~ 3 credits
Marketing Strategy

Research, 3 total credits

DAT 565 ~ 3 credits
Data Analysis and Business Analytics

Business Law, 3 total credits

LAW 531 ~ 3 credits
Business Law

Technology, 3 total credits

ENT 586 ~ 3 credits
Informational Technology for Entrepreneurs and Leaders

Budgetary Finance, 3 total credits

FIN 575 ~ 3 credits
Project Budget and Finance

Management, 3 total credits

MGT 521 3 credits
Management

Entrepreneurial Project, 3 total credits

ENT 588 ~ 3 credits
Innovation and Design: Capstone Project

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

Additional Admission Requirements for the MM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MM

- Completion of a minimum of 39 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as:
Master of Management

Academic Progression for the MM

- Students must complete the following three Master of Management (MM) foundational courses before proceeding into any additional coursework for the program: BUS 502, BUS 503, BUS 511

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 may waive the three foundational courses (BUS 511, BUS 502, and BUS 503) using one of the following methods:

- Successful completion of approved University of Phoenix coursework and equivalents.
- Undergraduate degree in Business or Accounting completed within 10 years from current program enrollment agreement sign date.
- Graduate degree in Business.
- At least 30 credits in undergraduate and/or graduate level business or accounting-related coursework completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university within ten years from current program enrollment agreement sign date.

Only the three foundational courses can be waived, no other required course of study courses can be waived.

Re-entry for the MM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

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 representative for more information.

The Master of Science in Accountancy (MSA) provides the breadth of knowledge for the professional accountant. Students master the theory and principles that frame a wide range of problems and issues encountered in the accounting profession. This program is designed for accountants and non-accountants who are preparing for a professional certification in accounting such as the uniform Certified Public Accountant (CPA) exam. This degree will allow students to seek positions in such career areas as accounting, auditing, and budgeting. The MSA core curriculum 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). This program addresses the goals of the American Institute of Certified Public Accountants (AICPA) for the professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills (The American Institute of Certified Public Accountants, 2015). In addition, this program utilizes CPA Exam 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. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 530	3 credits
Communications for Accountants	
BUS 511 ~	3 credits
Managing the Business Environment	
BUS 502 ~	3 credits
The External Factors that Impact Business	
BUS 503 ~	3 credits
Accounting and Financial Decision Making	
ACC 537 ~	3 credits
Financial Accounting	
ACC 541 ~	3 credits
Accounting Theory & Research	
ACC 542 ~	3 credits
Accounting Information Systems	
ACC 543 ~	3 credits
Managerial Accounting & Legal Aspects of Business	
ACC 544 ~	3 credits
Internal Control Systems	
ACC 545 ~	3 credits
Financial Reporting	
ACC 546 ~	3 credits
Auditing	
ACC 547 ~	3 credits
Taxation	
ACC 548 ~	3 credits
Not-for-Profit & Government Accounting	
ACC 556 ~	3 credits
Forensic Accounting	
ETH 557 ~	3 credits
Accounting Ethics	

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

En-Route Credentials for the MSA

Students may declare and earn an additional credential that is approved in their state or jurisdiction en-route to completing the graduate degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of

desired credentials to be earned. Possible credentials include a graduate certificate. Listed below are all of the possible en-route credentials:

- Graduate CPA Bridge Certificate

Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA

• Fulfillment of the minimum University residency requirement
Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the MSA

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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Academic Progression Requirements for the MSA

- Students must complete COM 530 as the first course in the program.
- After COM 530, students must complete the following three Master of Science in Accountancy (MSA) foundational courses before proceeding into any additional coursework for the program: BUS 511, BUS 502, BUS 503

Degree Requirements for the MSA

The degree requirements for this program are the following:

- A minimum of 45 graduate credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as:
Master of Science in Accountancy

Residency Requirements and Course Waivers for the MSA

The University requires completion of a minimum of 21 graduate level credits at the University to meet residency requirements.

Students may satisfy the three foundational courses (BUS 511, BUS 502, and BUS 503) using one of the following methods:

- Successful completion of approved University of Phoenix coursework and equivalents.
- Undergraduate degree in Business or Accounting completed within 10 years from current program enrollment agreement sign date.
- Graduate degree in Business.
- At least 30 credits in undergraduate and/or graduate level business or accounting-related coursework completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university within ten years from current program enrollment agreement sign date.

Eligible students may satisfy COM 530 and ACC 537 using one of

the following methods:

- 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 Waiver Request Form must be submitted listing six semester credits of upper division undergraduate coursework or three semester credits of graduate coursework and the courses requested to be satisfied as some students may wish to complete one or more of the 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 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 Waiver Request Form must be submitted listing six semester credits of upper division undergraduate coursework or three semester credits of graduate coursework and the courses requested to be satisfied as some students may wish to complete one or more of the courses to improve their ability to succeed in the MSA Program.

In addition to waiving the foundational courses and COM 530 and ACC 537 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.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

Re-entry for the MSA

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

The College of Information Systems and Technology prepares students for professional and management-related career opportunities in six different IT pathways and provides the knowledge students need to successfully apply information systems theory and principles that address real world business opportunities and challenges that meet the needs of today's information economy. Students will be prepared to work in core technologies such as systems integration, web systems, network architecture, database design, information security, programming and other IT principles. Our mission is to provide industry-relevant education through innovative learning pathways, which will prepare learners for career success. The College of Information Systems and Technology delivers real-time, IT education solutions that are experiential, relevant and applicable to solving IT challenges anywhere, any place, and at any time. The curriculum in the College of Information Systems and Technology is delivered by experts who relate both theory and practice in this evolving, fast-paced industry. Each degree and certificate program is aligned to one or more of over 40 industry certifications so students are provided the relevant, hands-on learning they need to be successful in this industry. The College of Information Systems and Technology is continuously updating curriculum, staying relevant in the industry and evolving with the always changing world of technology, all of which is accomplished through dedication, creativity and teamwork of the college faculty and staff. The College of Information Systems and Technology is an innovative, education leader in the IT industry and proud to partner with Fortune 1000 companies and other entities and creators of emerging IT standards nationwide.

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 representative 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>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology

graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and plan for the development of an information system to address the needs of an organization.
- Students will be able to create the plans required for key roles, resources, operational metrics and risk responses needed to implement and maintain information systems within an organization.
- Students will be able to develop methods and tools for communication to facilitate the satisfactory completion of processes required to manage IT resources.
- Students will be able to generate the vision, direction and strategic purpose for the creation of an information systems project.
- Students will be able to construct a plan to verify that the regulations, compliance and security issues within an organization are addressed.
- Students will be able to explain and develop an effective IT project plan meeting professional standards.

MIS Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Information Systems Technology, 12 total credits

CMGT 554.....	3 credits
IT Infrastructure	
CMGT 555.....	3 credits
Systems Analysis and Development	
CMGT 556.....	3 credits
Enterprise Models	
CMGT 557.....	3 credits
Emerging Technologies & Issues	

Information Systems Management, 12 total credits

CMGT 575.....	3 credits
CIS Project Management	
CMGT 578.....	3 credits
CIS Strategic Planning	
CMGT 582.....	3 credits
Security & Ethics	
CMGT 583.....	3 credits
IS Integration	

Graduate Electives, 18 total credits

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

En-Route Credentials for the MIS

Students may declare and earn an additional credential that is approved in their state or jurisdiction en-route to completing the graduate degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include a graduate certificate. Listed below are all of the possible en-route

credentials:

- Graduate Business Analytics Certificate
- Graduate Information Systems Management Certificate
- Graduate Cyber Security Certificate

Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Admission Requirements for the MIS

- 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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Signed Hardware/Software Agreement

Degree Requirements for the MIS

- Completion of a minimum of 42 credits that include the following distribution:
 - Required Course of Study - 24 credits
 - Graduate Electives - 18 credits
- 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, 24 credits in the program, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study.

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.

The 18 credit Graduate Electives requirement may be satisfied by any of the following means:

- Any pre-determined 3-credit Graduate UOPX courses.
- Any previously completed Graduate coursework from UOPX.
- Graduate transfer coursework that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C- or better.
- Graduate Certificate approved in the student's state or jurisdiction.

Students earning a certificate en-route to completing the graduate degree may waive a maximum of 6 credits within the certificate program in addition to the 9 credits that can be waived in the MIS required course of study by meeting 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

Re-entry for the MIS

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

COLLEGE OF HEALTH PROFESSIONS

The College of Health Professions 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 stu-

dents with the insight and perspectives needed to support their specific career focus.

School of Health Services Administration

As the health care industry expands and evolves at a rapid rate, jobs in health care administration (the “business” side of health care) are expected to increase by 23 percent between 2012 and 2022.¹

Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix® School of Health Services Administration will equip you with the leading-edge training you need to succeed in today’s dynamic health care environment—and to effectively tackle all of tomorrow’s challenges.

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 representative 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>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you com-

plete this program.

- Students will be able to create a strategic plan for a health care organization.
- Students will be able to analyze the impact of health care policy on processes, products and services in the health care industry.
- Students will be able to evaluate informational technology and security management needs of health care.
- Students will be able to evaluate evidence-based data to support quality and performance measures within the health care industry.
- Students will be able to demonstrate management of organizational finances within the economic environment of various health care industries.
- Students will be able to analyze the impact of various management and leadership theories within health care organizations and delivery systems.

MHA Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA

- Completion of a minimum of 43 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Master of Health Administration

- Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589

The School of Advanced Studies offers a bridge opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.

The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

- Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

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.

Re-entry for the MHA

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative 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>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to create a strategic plan for a health care organization.
- Students will be able to analyze the impact of health care policy on processes, products and services in the health care industry.
- Students will be able to evaluate informational technology and security management needs of health care.
- Students will be able to evaluate evidence-based data to support quality and performance measures within the health care industry.
- Students will be able to demonstrate management of organizational finances within the economic environment of various health care industries.
- Students will be able to analyze the impact of various management and leadership theories within health care organizations and delivery systems.

MHA/ED Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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	

Education Concentration, 9 total credits

HSN 540 ~.....	3 credits
Teaching and Learning Strategies	
HSN 544 ~.....	3 credits
Design and Process of Curriculum Development	
HCS 549 ~.....	3 credits
Evaluation Methodology	

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/ED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/ED

- Completion of a minimum of 43 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Master of Health Administration

- Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA/ED

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589

The School of Advanced Studies offers a bridge opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.

The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

- Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

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.

Re-entry for the MHA/ED

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative 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>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to create a strategic plan for a health care organization.
- Students will be able to analyze the impact of health care policy on processes, products, and services in the health care industry.
- Students will be able to evaluate informational technology and security management needs of health care.
- Students will be able to evaluate evidence-based data to support quality and performance measures within the health care industry.
- Students will be able to demonstrate management of organizational finances within the economic environment of various health care industries.
- Students will be able to analyze the impact of various management and leadership theories within health care organizations and delivery systems.
- Students will be able to analyze foundational concepts of gerontology to support the health of older adults.
- Students will be able to evaluate resources available to older adults to support the aging process.
- Students will be able to analyze business needs to promote gerontology services and products.

MHA/GER Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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 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

Gerontology Concentration, 9 total credits

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

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/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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/GER

- Completion of a minimum of 43 credits.
- A minimum program grade point average (GPA) of 3.0.

- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Master of Health Administration

- Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA/GER

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589

The School of Advanced Studies offers a bridge opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.

The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

- Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Minimum Grade Requirements for the MHA/GER

- Students in this program are required to achieve a minimum grade of "B" (3.0) in following course: HCS 589. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" will be scholastically disqualified from the University.
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Re-entry for the MHA/GER

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative 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>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to create a strategic plan for a health care organization.
- Students will be able to analyze the impact of health care policy on processes, products and services in the health care industry.
- Students will be able to evaluate informational technology and security management needs of health care.
- Students will be able to evaluate evidence-based data to support quality and performance measures within the health care industry.
- Students will be able to demonstrate management of organizational finances within the economic environment of various health care industries.
- Students will be able to analyze the impact of various management and leadership theories within health care organizations and delivery systems.

MHA/INF Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Program Introduction, 1 total credit

HCS 504 1 credit
Introduction to Graduate Study in Health Sciences/Nursing

Health Care Systems, 3 total credits

HCS 531 ~ 3 credits
Health Care Organizations and Delivery Systems

Finance, 3 total credits

HCS 577 ~ 3 credits
Financial Management in Health Care

Economics, 3 total credits

HCS 552 ~ 3 credits
Health Care Economics

Performance Measures/Data Quality, 3 total credits

HCS 588 ~ 3 credits
Measuring Performance Standards

Technology, 3 total credits

HCS 533 ~ 3 credits
Health Information Systems

Management/HR, 3 total credits

HCS 514 ~ 3 credits
Managing in Today's Health Care Organizations

Policy and Organizational Behavior, 3 total credits

HCS 550 ~ 3 credits
Health Care Policy

Legal and Ethics, 3 total credits

HCS 545 ~ 3 credits

Health Law and Ethics

Electives, 6 total credits

Students will select two courses from the following:

HCS 535 ~ 3 credits

Concepts of Population Health

HCS 539 ~ 3 credits

Marketing for Health Care

HCS 548 ~ 3 credits

Foundations of Gerontology

HCS 567 ~ 3 credits

Entrepreneurship in Health Care

HCS 587 ~ 3 credits

Creating Change within Organizations

HCS 591 ~ 3 credits

Creating a Sustainable Health Care Organization

Informatics Concentration, 9 total credits

HCI 500 ~ 3 credits

Concepts of Health Care Informatics

HCI 510 ~ 3 credits

Systems Life Cycle

HCI 520 ~ 3 credits

Data Management and Design

Capstone, 3 total credits

HCS 589 ~ 3 credits

Health Care Strategic Management

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

Additional Admission Requirements for the MHA/INF

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- 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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/INF

- Completion of a minimum of 43 credits.
- A minimum program grade point average (GPA) of 3.0.

- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Master of Health Administration

- Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA/INF

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589

The School of Advanced Studies offers a bridge opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.

The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

- Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

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.

Re-entry for the MHA/INF

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative 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>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to create a strategic plan for a health care organization.
- Students will be able to analyze the impact of health care policy on processes, products and services in the health care industry.
- Students will be able to evaluate informational technology and security management needs of health care.
- Students will be able to evaluate evidence-based data to support quality and performance measures within the health care industry.
- Students will be able to demonstrate management of organizational finances within the economic environment of various health care industries.
- Students will be able to analyze the impact of various management and leadership theories within health care organizations and delivery systems.

MHA/SUS Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/SUS

- Completion of a minimum of 43 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Master of Health Administration

- Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA/SUS

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589

The School of Advanced Studies offers a bridge opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.

The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

- Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

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.

Re-entry for the MHA/SUS

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Dual Degree in Master of Health Administration/ Master of Business Administration

The following Dual Degree in Master of Health Administration/Master of Business Administration (MHA/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 representative for more information.

The Master of Health Administration (MHA)/Master of Business Administration (MBA) dual degree program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry while providing in-depth knowledge to business management practices. The dual degree provides graduates with a distinct edge and greater flexibility in shaping a meaningful career by covering essential business knowledge and industry specific skills. Students have the capacity to critically examine and evaluate issues and trends that are influential to the destiny of a broad and evolving health care system. Curriculum is tailored to the needs of the health care business leader by providing content in areas such as finance, policy, research, technology, human resources, economics, marketing, and strategic planning. The program also emphasizes the identification, analysis, and solution of complex management problems for a growing industry. In addition, the dual degree offers students to customize the curriculum by selecting elective courses to maximize career goals and 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/mha-mba>.

MHA/MBA Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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

Management, 3 total credits

MGT 521 ~ 3 credits

Management

Human Capital Management, 3 total credits

HRM 531 ~ 3 credits

Human Capital Management

Legal and Ethics, 3 total credits

HCS 545 ~ 3 credits

Health Law and Ethics

Policy, 3 total credits

HCS 550 ~ 3 credits

Health Care Policy

Organizational Leadership, 3 total credits

LDR 531 ~ 3 credits

Organizational Leadership

Quantitative Reasoning, 3 total credits

QRB 501 ~ 3 credits

Quantitative Reasoning for Business

Data Management, 3 total credits

HCS 588 ~ 3 credits

Measuring Performance Standards

Economics, 3 total credits

HCS 552 ~ 3 credits

Health Care Economics

Accounting, 3 total credits

ACC 561 ~ 3 credits

Accounting

Finance, 3 total credits

HCS 577 ~ 3 credits

Financial Management in Health Care

Operations Management, 3 total credits

OPS 571 ~ 3 credits

Operations Management

Marketing, 3 total credits

MKT 571 ~ 3 credits

Marketing

Facility Design, 3 credits

HCS 529 ~ 3 credits

Contemporary Health Care Facility Design

Technology, 3 total credits

HCS 533 ~ 3 credits

Health Information Systems

Research and Statistics, 3 total credits

QNT 561 ~ 3 credits

Applied Business Research & Statistics

Elective, 6 total credits

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	

Strategic Management, 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/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.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework 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/MBA

- The completion of a minimum of 58 credits.
- A minimum program grade point average (GPA) of 3.0.
- 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 will read as:
Master of Health Administration
Master of Business Administration
- Students who have earned a graduate degree in Health Administration (MHA) or Business Administration (MBA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/MBA/GR degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration/ Master of Business Administration (MHA/MBA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA/

MBA

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 46 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 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.
- Requests to waive a course within a concentration must be submitted to the Student Appeals Center (SAC).
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589, HRM 595, MGT 521, PM 598, QRB 501
- 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.
- The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.
- The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.
 - Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
 - Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Minimum Grade Requirements for the MHA/MBA

- Students in this program are required to achieve a minimum grade of "B" (3.0) in the 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/MBA program.

Re-entry for the MHA/MBA

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Dual Degree in Master of Health Administration/ Master of Business Administration/Concentration in Gerontology

The following Dual Degree in Master of Health Administration/Master of Business Administration/Concentration in Gerontology (MHA/MBA/GR) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Master of Health Administration (MHA)/Master of Business Administration (MBA) dual degree program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry while providing in-depth knowledge to business management practices. The dual degree provides graduates with a distinct edge and greater flexibility in shaping a meaningful career by covering essential business knowledge and industry specific skills. Students have the capacity to critically examine and evaluate issues and trends that are influential to the destiny of a broad and evolving health care system. Curriculum is tailored to the needs of the health care business leader by providing content in areas such as finance, policy, research, technology, human resources, economics, marketing, and strategic planning. The program also emphasizes the identification, analysis, and solution of complex management problems for a growing industry. In addition, the dual degree offers students to customize the curriculum by selecting elective courses to maximize career goals and 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/mha-mba>.

Some courses require prerequisites. Prerequisites and course descriptions for all courses are listed in the Course Guide section of

the catalog (page B-1).

MHA/MBA/GR Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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

Management, 3 total credits

MGT 521 ~ 3 credits
Management

Human Capital Management, 3 total credits

HRM 531 ~ 3 credits
Human Capital Management

Legal and Ethics, 3 total credits

HCS 545 ~ 3 credits
Health Law and Ethics

Policy, 3 total credits

HCS 550 ~ 3 credits
Health Care Policy

Organizational Leadership, 3 total credits

LDR 531 ~ 3 credits
Organizational Leadership

Quantitative Reasoning, 3 total credits

QRB 501 ~ 3 credits
Quantitative Reasoning for Business

Data Management, 3 total credits

HCS 588 ~ 3 credits
Measuring Performance Standards

Economics, 3 total credits

HCS 552 ~ 3 credits
Health Care Economics

Accounting, 3 total credits

ACC 561 ~ 3 credits
Accounting

Finance, 3 total credits

HCS 577 ~ 3 credits
Financial Management in Health Care

Operations Management, 3 total credits

OPS 571 ~ 3 credits
Operations Management

Marketing, 3 total credits

MKT 571 ~ 3 credits
Marketing

Facility Design, 3 credits

HCS 529 ~ 3 credits
Contemporary Health Care Facility Design

Technology, 3 total credits

HCS 533 ~.....3 credits

Health Information Systems

Research and Statistics, 3 total credits

QNT 561 ~.....3 credits

Applied Business Research & Statistics

Elective, 6 total credits

HCS 535 ~.....3 credits

Concepts of Population Health

HCS 539 ~.....3 credits

Marketing for Health Care

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

Gerontology Concentration, 15 total credits

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

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/MBA/GR

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 for all undergraduate coursework 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/MBA/GR

- The completion of a minimum of 70 credits.
- A minimum program grade point average (GPA) of 3.0.

- 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 will read as:

Master of Health Administration

Master of Business Administration

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

Residency Requirements and Course Waivers for the MHA/MBA/GR

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 46 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 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.
- Requests to waive a course within a concentration must be submitted to the Student Appeals Center (SAC).
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589, HRM 595, MGT 521, PM 598, QRB 501
- 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.
- The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.

- The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.
 - Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
 - Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Minimum Grade Requirements for the MHA/MBA/GR

- Students in this program are required to achieve a minimum grade of "B" (3.0) in the 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/MBA/GR program.

Re-entry for the MHA/MBA/GR

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Dual Degree in Master of Health Administration/ Master of Business Administration/Concentration in Gerontology (Certificate Track)

The following Dual Degree in Master of Health Administration/Master of Business Administration/Concentration in Gerontology (Certificate Track) (MHA/MBA/GR) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Master of Health Administration (MHA)/Master of Business Administration (MBA) dual degree program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry while providing in-depth knowledge to business management practices. The dual degree provides graduates with a distinct edge and greater flexibility in shaping a meaningful career by covering essential business knowledge and industry specific

skills. Students have the capacity to critically examine and evaluate issues and trends that are influential to the destiny of a broad and evolving health care system. Curriculum is tailored to the needs of the health care business leader by providing content in areas such as finance, policy, research, technology, human resources, economics, marketing, and strategic planning. The program also emphasizes the identification, analysis, and solution of complex management problems for a growing industry. In addition, the dual degree offers students to customize the curriculum by selecting elective courses to maximize career goals and 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/mha-mba>.

MHA/MBA/GR Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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

Management, 3 total credits

MGT 521 ~ 3 credits

Management

Human Capital Management, 3 total credits

HRM 531 ~ 3 credits

Human Capital Management

Legal and Ethics, 3 total credits

HCS 545 ~ 3 credits

Health Law and Ethics

Policy, 3 total credits

HCS 550 ~ 3 credits

Health Care Policy

Organizational Leadership, 3 total credits

LDR 531 ~ 3 credits

Organizational Leadership

Quantitative Reasoning, 3 total credits

QRB 501 ~ 3 credits

Quantitative Reasoning for Business

Data Management, 3 total credits

HCS 588 ~ 3 credits

Measuring Performance Standards

Economics, 3 total credits

HCS 552 ~ 3 credits

Health Care Economics

Accounting, 3 total credits

ACC 561 ~ 3 credits

Accounting

Finance, 3 total credits

HCS 577 ~ 3 credits

Financial Management in Health Care	
Operations Management, 3 total credits	
OPS 571 ~.....	3 credits
Operations Management	
Marketing, 3 total credits	
MKT 571 ~.....	3 credits
Marketing	
Facility Design, 3 credits	
HCS 529 ~.....	3 credits
Contemporary Health Care Facility Design	
Technology, 3 total credits	
HCS 533 ~.....	3 credits
Health Information Systems	
Research and Statistics, 3 total credits	
QNT 561 ~.....	3 credits
Applied Business Research & Statistics	
Elective, 6 total credits	
HCS 535 ~.....	3 credits
Concepts of Population Health	
HCS 539 ~.....	3 credits
Marketing for Health Care	
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	
Gerontology Concentration, 15 total credits	
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	
HCS 589 ~.....	3 credits
Health Care Strategic Management	

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

General Information for the MHA/MBA/GR

- The Certificate Track graduate program is designed to be an option for students to earn a certificate en-route to earning the graduate degree.
- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the graduate program.

Additional Admission Requirements for the MHA/MBA/GR

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 for all undergraduate coursework 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/MBA/GR

- The completion of a minimum of 70 credits.
- A minimum program grade point average (GPA) of 3.0.
- Students may earn a certificate in the same area of focus as the concentration en-route to completing the graduate degree. Students may apply for certificate conferral meeting the following program requirements:
 - Successful completion of all courses outlined in the enrollment agreement for the certificate.
 - Achievement of the minimum program GPA.
 - Fulfillment of the minimum University residency requirement.
- Concentrations are reflected on the transcript only and will not appear on the diplomas. Two diplomas will be awarded for this dual degree. The diplomas will read as:
Master of Health Administration
Master of Business Administration
- En-Route Certificate - Gerontology Health Care Certificate (GHC)

Residency Requirements and Course Waivers for the MHA/MBA/GR

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 46 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 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.
- Requests to waive a course within a concentration must be submitted to the Student Appeals Center (SAC).
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589, HRM 595, MGT 521, PM 598, QRB 501
- 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.
- The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.
- The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.
 - Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
 - Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Minimum Grade Requirements for the MHA/MBA/GR

- Students in this program are required to achieve a minimum grade of "B" (3.0) in the 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/MBA/GR program.

Re-entry for the MHA/MBA/GR

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Dual Degree in Master of Health Administration/ Master of Business Administration/Concentration in Informatics

The following Dual Degree in Master of Health Administration/Master of Business Administration/Concentration in Informatics (MHA/MBA/IN) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Master of Health Administration (MHA)/Master of Business Administration (MBA) dual degree program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry while providing in-depth knowledge to business management practices. The dual degree provides graduates with a distinct edge and greater flexibility in shaping a meaningful career by covering essential business knowledge and industry specific skills. Students have the capacity to critically examine and evaluate issues and trends that are influential to the destiny of a broad and evolving health care system. Curriculum is tailored to the needs of the health care business leader by providing content in areas such as finance, policy, research, technology, human resources, economics, marketing, and strategic planning. The program also emphasizes the identification, analysis, and solution of complex management problems for a growing industry. In addition, the dual degree offers students to customize the curriculum by selecting elective courses to maximize career goals and 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/mha-mba>.

MHA/MBA/IN Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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

Management, 3 total credits

MGT 521 ~ 3 credits

Management

Human Capital Management, 3 total credits

HRM 531 ~ 3 credits

Human Capital Management

Legal and Ethics, 3 total credits

HCS 545 ~ 3 credits

Health Law and Ethics

Policy, 3 total credits	
HCS 550 ~.....	3 credits
Health Care Policy	
Organizational Leadership, 3 total credits	
LDR 531 ~.....	3 credits
Organizational Leadership	
Quantitative Reasoning, 3 total credits	
QRB 501 ~.....	3 credits
Quantitative Reasoning for Business	
Data Management, 3 total credits	
HCS 588 ~.....	3 credits
Measuring Performance Standards	
Economics, 3 total credits	
HCS 552 ~.....	3 credits
Health Care Economics	
Accounting, 3 total credits	
ACC 561 ~.....	3 credits
Accounting	
Finance, 3 total credits	
HCS 577 ~.....	3 credits
Financial Management in Health Care	
Operations Management, 3 total credits	
OPS 571 ~.....	3 credits
Operations Management	
Marketing, 3 total credits	
MKT 571 ~.....	3 credits
Marketing	
Facility Design, 3 credits	
HCS 529 ~.....	3 credits
Contemporary Health Care Facility Design	
Technology, 3 total credits	
HCS 533 ~.....	3 credits
Health Information Systems	
Research and Statistics, 3 total credits	
QNT 561 ~.....	3 credits
Applied Business Research & Statistics	
Electives, 6 total credits	
HCS 535 ~.....	3 credits
Concepts of Population Health	
HCS 539 ~.....	3 credits
Marketing for Health Care	
HCS 548 ~.....	3 credits
Foundations of Gerontology	
HCS 567 ~.....	3 credits
Entrepreneurship in Health Care	
HCS 587 ~.....	3 credits
Creating Change Within Organizations	
HCS 591 ~.....	3 credits
Creating a Sustainable Health Care Organization	

Informatics Concentration, 12 total credits

HCI 500 ~	3 credits
Concepts of Health Care Informatics	
HCI 510 ~	3 credits
Systems Life Cycle	
HCI 520 ~	3 credits
Data Management and Design	
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/MBA/IN

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 for all undergraduate coursework 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/MBA/IN

- The completion of a minimum of 67 credits.
- A minimum program grade point average (GPA) of 3.0.
- 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 will read as:
Master of Health Administration
Master of Business Administration
- Students who have earned a graduate degree in Health Administration (MHA) or Business Administration (MBA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/MBA/GR degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration/ Master of Business Administration (MHA/MBA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA/MBA/IN

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 46 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 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.
- Requests to waive a course within a concentration must be submitted to the Student Appeals Center (SAC).
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589, HRM 595, MGT 521, PM 598, QRB 501
- 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.
- The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.
- The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.
 - Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
 - Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Minimum Grade Requirements for the MHA/MBA/IN

- Students in this program are required to achieve a minimum grade of "B" (3.0) in the 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/MBA/IN program.

Re-entry for the MHA/MBA/IN

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Dual Degree in Master of Health Administration/ Master of Business Administration/Concentration in Informatics (Certificate Track)

The following Dual Degree in Master of Health Administration/Master of Business Administration/Concentration in Informatics (Certificate Track) (MHA/MBA/IN) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Master of Health Administration (MHA)/Master of Business Administration (MBA) dual degree program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry while providing in-depth knowledge to business management practices. The dual degree provides graduates with a distinct edge and greater flexibility in shaping a meaningful career by covering essential business knowledge and industry specific skills. Students have the capacity to critically examine and evaluate issues and trends that are influential to the destiny of a broad and evolving health care system. Curriculum is tailored to the needs of the health care business leader by providing content in areas such as finance, policy, research, technology, human resources, economics, marketing, and strategic planning. The program also emphasizes the identification, analysis, and solution of complex management problems for a growing industry. In addition, the dual degree offers students to customize the curriculum by selecting elective courses to maximize career goals and 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/mha-mba>.

MHA/MBA/IN Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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	
Management, 3 total credits	
MGT 521 ~.....	3 credits
Management	
Human Capital Management, 3 total credits	
HRM 531 ~	3 credits
Human Capital Management	
Legal and Ethics, 3 total credits	
HCS 545 ~.....	3 credits
Health Law and Ethics	
Policy, 3 total credits	
HCS 550 ~.....	3 credits
Health Care Policy	
Organizational Leadership, 3 total credits	
LDR 531 ~.....	3 credits
Organizational Leadership	
Quantitative Reasoning, 3 total credits	
QRB 501 ~.....	3 credits
Quantitative Reasoning for Business	
Data Management, 3 total credits	
HCS 588 ~.....	3 credits
Measuring Performance Standards	
Economics, 3 total credits	
HCS 552 ~.....	3 credits
Health Care Economics	
Accounting, 3 total credits	
ACC 561 ~	3 credits
Accounting	
Finance, 3 total credits	
HCS 577 ~.....	3 credits
Financial Management in Health Care	
Operations Management, 3 total credits	
OPS 571 ~	3 credits
Operations Management	
Marketing, 3 total credits	
MKT 571 ~.....	3 credits
Marketing	
Facility Design, 3 credits	
HCS 529 ~.....	3 credits
Contemporary Health Care Facility Design	
Technology, 3 total credits	
HCS 533 ~.....	3 credits
Health Information Systems	
Research and Statistics, 3 total credits	
QNT 561 ~.....	3 credits
Applied Business Research & Statistics	
Electives, 6 total credits	
HCS 535 ~.....	3 credits
Concepts of Population Health	
HCS 539 ~.....	3 credits

Marketing for Health Care	
HCS 548 ~	3 credits
Foundations of Gerontology	
HCS 567 ~	3 credits
Entrepreneurship in Health Care	
HCS 587 ~	3 credits
Creating Change Within Organizations	
HCS 591 ~	3 credits
Creating a Sustainable Health Care Organization	
Informatics Concentration, 12 total credits	
HCI 500 ~	3 credits
Concepts of Health Care Informatics	
HCI 510 ~	3 credits
Systems Life Cycle	
HCI 520 ~	3 credits
Data Management and Design	
HCS 589 ~	3 credits
Health Care Strategic Management	

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

General Information for the MHA/MBA/IN

- The Certificate Track graduate program is designed to be an option for students to earn a certificate en-route to earning the graduate degree.
- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the graduate program.

Additional Admission Requirements for the MHA/MBA/IN

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 for all undergraduate coursework 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/MBA/IN

- The completion of a minimum of 67 credits.
- A minimum program grade point average (GPA) of 3.0.

- Students may earn a certificate in the same area of focus as the concentration en-route to completing the graduate degree. Students may apply for certificate conferral meeting the following program requirements:
 - Successful completion of all courses outlined in the enrollment agreement for the certificate.
 - Achievement of the minimum program GPA.
 - Fulfillment of the minimum University residency requirement.
- Concentrations are reflected on the transcript only and will not appear on the diplomas. Two diplomas will be awarded for this dual degree. The diplomas will read as:
Master of Health Administration
Master of Business Administration

Residency Requirements and Course Waivers for the MHA/MBA/IN

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 46 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 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.
- Requests to waive a course within a concentration must be submitted to the Student Appeals Center (SAC).
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589, HRM 595, MGT 521, PM 598, QRB 501
- 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.
- The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.

- The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.
 - Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
 - Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Minimum Grade Requirements for the MHA/MBA/IN

- Students in this program are required to achieve a minimum grade of "B" (3.0) in the 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/MBA/IN program.

Re-entry for the MHA/MBA/IN

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

**Dual Degree in Master of Health Administration/
Master of Business Administration/Concentration in
Sustainability Management**

The following Dual Degree in Master of Health Administration/Master of Business Administration/Concentration in Sustainability Management (MHA/MBA/SM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Master of Health Administration (MHA)/Master of Business Administration (MBA) dual degree program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry while providing in-depth knowledge to business management practices. The dual degree provides graduates with a distinct edge and greater flexibility in shaping a meaningful career by covering essential business knowledge and industry specific

skills. Students have the capacity to critically examine and evaluate issues and trends that are influential to the destiny of a broad and evolving health care system. Curriculum is tailored to the needs of the health care business leader by providing content in areas such as finance, policy, research, technology, human resources, economics, marketing, and strategic planning. The program also emphasizes the identification, analysis, and solution of complex management problems for a growing industry. In addition, the dual degree offers students to customize the curriculum by selecting elective courses to maximize career goals and 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/mha-mba>.

MHA/MBA/SM Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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

Management, 3 total credits

MGT 521 ~ 3 credits

Management

Human Capital Management, 3 total credits

HRM 531 ~ 3 credits

Human Capital Management

Legal and Ethics, 3 total credits

HCS 545 ~ 3 credits

Health Law and Ethics

Policy, 3 total credits

HCS 550 ~ 3 credits

Health Care Policy

Organizational Leadership, 3 total credits

LDR 531 ~ 3 credits

Organizational Leadership

Quantitative Reasoning, 3 total credits

QRB 501 ~ 3 credits

Quantitative Reasoning for Business

Data Management, 3 total credits

HCS 588 ~ 3 credits

Measuring Performance Standards

Economics, 3 total credits

HCS 552 ~ 3 credits

Health Care Economics

Accounting, 3 total credits

ACC 561 ~ 3 credits

Accounting

Finance, 3 total credits

HCS 577 ~ 3 credits

Financial Management in Health Care

Operations Management, 3 total credits

OPS 571 ~ 3 credits

Operations Management

Marketing, 3 total credits

MKT 571 ~ 3 credits

Marketing

Facility Design, 3 credits

HCS 529 ~ 3 credits

Contemporary Health Care Facility Design

Technology, 3 total credits

HCS 533 ~ 3 credits

Health Information Systems

Research and Statistics, 3 total credits

QNT 561 ~ 3 credits

Applied Business Research & Statistics

Electives, 6 total credits

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, 12 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

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/MBA/SM

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 for all undergraduate coursework 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/MBA/SM

- The completion of a minimum of 67 credits.
- A minimum program grade point average (GPA) of 3.0.
- 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 will read as:
Master of Health Administration
Master of Business Administration
- Students who have earned a graduate degree in Health Administration (MHA) or Business Administration (MBA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/MBA/GR degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration/ Master of Business Administration (MHA/MBA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA/MBA/SM

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 46 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 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.
- Requests to waive a course within a concentration must be submitted to the Student Appeals Center (SAC).
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589, HRM 595, MGT 521, PM 598, QRB 501

- 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.
- The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.
- The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.
 - Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
 - Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Minimum Grade Requirements for the MHA/MBA/SM

- Students in this program are required to achieve a minimum grade of "B" (3.0) in the 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/MBA/SM program.

Re-entry for the MHA/MBA/SM

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Dual Degree in Master of Health Administration/ Master of Business Administration/Concentration in Sustainability Management (Certificate Track)

The following Dual Degree in Master of Health Administration/Master of Business Administration/Concentration in Sustainability Management (Certificate Track) (MHA/MBA/SM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Master of Health Administration (MHA)/Master of Business

Administration (MBA) dual degree program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry while providing in-depth knowledge to business management practices. The dual degree provides graduates with a distinct edge and greater flexibility in shaping a meaningful career by covering essential business knowledge and industry specific skills. Students have the capacity to critically examine and evaluate issues and trends that are influential to the destiny of a broad and evolving health care system. Curriculum is tailored to the needs of the health care business leader by providing content in areas such as finance, policy, research, technology, human resources, economics, marketing, and strategic planning. The program also emphasizes the identification, analysis, and solution of complex management problems for a growing industry. In addition, the dual degree offers students to customize the curriculum by selecting elective courses to maximize career goals and 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/mha-mba>.

MHA/MBA/SM Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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

Management, 3 total credits

MGT 521 ~ 3 credits

Management

Human Capital Management, 3 total credits

HRM 531 ~ 3 credits

Human Capital Management

Legal and Ethics, 3 total credits

HCS 545 ~ 3 credits

Health Law and Ethics

Policy, 3 total credits

HCS 550 ~ 3 credits

Health Care Policy

Organizational Leadership, 3 total credits

LDR 531 ~ 3 credits

Organizational Leadership

Quantitative Reasoning, 3 total credits

QRB 501 ~ 3 credits

Quantitative Reasoning for Business

Data Management, 3 total credits

HCS 588 ~ 3 credits

Measuring Performance Standards

Economics, 3 total credits

HCS 552 ~ 3 credits

Health Care Economics

Accounting, 3 total credits

ACC 561 ~ 3 credits

Accounting

Finance, 3 total credits

HCS 577 ~ 3 credits

Financial Management in Health Care

Operations Management, 3 total credits

OPS 571 ~ 3 credits

Operations Management

Marketing, 3 total credits

MKT 571 ~ 3 credits

Marketing

Facility Design, 3 credits

HCS 529 ~ 3 credits

Contemporary Health Care Facility Design

Technology, 3 total credits

HCS 533 ~ 3 credits

Health Information Systems

Research and Statistics, 3 total credits

QNT 561 ~ 3 credits

Applied Business Research & Statistics

Electives, 6 total credits

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, 12 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

HCS 589 ~ 3 credits

Health Care Strategic Management

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

General Information for the MHA/MBA/SM

- The Certificate Track graduate program is designed to be an option for students to earn a certificate en-route to earning the graduate degree.

- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the graduate program.

Additional Admission Requirements for the MHA/MBA/SM

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 for all undergraduate coursework 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/MBA/SM

- The completion of a minimum of 67 credits.
- A minimum program grade point average (GPA) of 3.0.
- Students may earn a certificate in the same area of focus as the concentration en-route to completing the graduate degree. Students may apply for certificate conferral meeting the following program requirements:
 - Successful completion of all courses outlined in the enrollment agreement for the certificate.
 - Achievement of the minimum program GPA.
 - Fulfillment of the minimum University residency requirement.
- Concentrations are reflected on the transcript only and will not appear on the diplomas. Two diplomas will be awarded for this dual degree. The diplomas will read as:
Master of Health Administration
Master of Business Administration
- En-Route Certificate - Graduate Health Care Sustainability Management Certificate (CERT/G-HCS)

Residency Requirements and Course Waivers for the MHA/MBA/SM

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 46 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 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.
- Requests to waive a course within a concentration must be submitted to the Student Appeals Center (SAC).
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589, HRM 595, MGT 521, PM 598, QRB 501
- 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.
- The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.
- The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.
 - Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
 - Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Minimum Grade Requirements for the MHA/MBA/SM

- Students in this program are required to achieve a minimum grade of "B" (3.0) in the 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/MBA/SM program.

Re-entry for the MHA/MBA/SM

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Dual Degree in Master of Health Administration/ Master of Business Administration/Concentration in Human Resource Management

The following Dual Degree in Master of Health Administration/Master of Business Administration with a Concentration in Human Resource Management (MHA/MBA/HR) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Master of Health Administration (MHA)/Master of Business Administration (MBA) dual degree program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry while providing in-depth knowledge to business management practices. The dual degree provides graduates with a distinct edge and greater flexibility in shaping a meaningful career by covering essential business knowledge and industry specific skills. Students have the capacity to critically examine and evaluate issues and trends that are influential to the destiny of a broad and evolving health care system. Curriculum is tailored to the needs of the health care business leader by providing content in areas such as finance, policy, research, technology, human resources, economics, marketing, and strategic planning. The program also emphasizes the identification, analysis, and solution of complex management problems for a growing industry. In addition, the dual degree offers students to customize the curriculum by selecting elective courses to maximize career goals and 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/mha-mba.

MHA/MBA/HR Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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

Management, 3 total credits

MGT 521 ~ 3 credits

Management

Human Capital Management, 3 total credits

HRM 531 ~ 3 credits

Human Capital Management

Legal and Ethics, 3 total credits

HCS 545 ~ 3 credits

Health Law and Ethics

Policy, 3 total credits

HCS 550 ~ 3 credits

Health Care Policy

Organizational Leadership, 3 total credits

LDR 531 ~ 3 credits

Organizational Leadership

Quantitative Reasoning, 3 total credits

QRB 501 ~ 3 credits

Quantitative Reasoning for Business

Data Management, 3 total credits

HCS 588 ~ 3 credits

Measuring Performance Standards

Economics, 3 total credits

HCS 552 ~ 3 credits

Health Care Economics

Accounting, 3 total credits

ACC 561 ~ 3 credits

Accounting

Finance, 3 total credits

HCS 577 ~ 3 credits

Financial Management in Health Care

Operations Management, 3 total credits

OPS 571 ~ 3 credits

Operations Management

Marketing, 3 total credits

MKT 571 ~ 3 credits

Marketing

Facility Design, 3 credits

HCS 529 ~ 3 credits

Contemporary Health Care Facility Design

Technology, 3 total credits

HCS 533 ~ 3 credits

Health Information Systems

Research and Statistics, 3 total credits

QNT 561 ~ 3 credits

Applied Business Research & Statistics

Electives, 6 total credits

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

Human Resource Management Concentration, 12 total credits

Students earning a Human Resource Management concentration will complete HRM 595 and select 9 credits from the Human Resource Management concentration elective coursework.

HRM 546 ~ 3 credits
 Human Resource Law

HRM 558 ~ 3 credits
 Research in Human Resource Management

HRM 548 ~ 3 credits
 Recruitment and Retention Practices

HRM 552 ~ 3 credits
 Organizational Training and Development

HRM 595 (Required course) 3 credits
 Human Resource Capstone Course

Strategic Management, 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/MBA/HR

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 for all undergraduate coursework 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/MBA/HR

- The completion of a minimum of 70 credits.
- A minimum program grade point average (GPA) of 3.0.
- 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 will read as:

Master of Health Administration
 Master of Business Administration

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

Residency Requirements and Course Waivers for the MHA/MBA/HR

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 46 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 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.
- Requests to waive a course within a concentration must be submitted to the Student Appeals Center (SAC).
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589, HRM 595, MGT 521, PM 598, QRB 501
- 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.
- The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.
- The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.
 - Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.

- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Minimum Grade Requirements for the MHA/MBA/HR

- Students in this program are required to achieve a minimum grade of "B" (3.0) in the 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/MBA/HR program.

Re-entry for the MHA/MBA/HR

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Dual Degree in Master of Health Administration/ Master of Business Administration/Concentration in Human Resource Management (Certificate Track)

The following Dual Degree in Master of Health Administration/Master of Business Administration with a Concentration in Human Resource Management (Certificate Track) (MHA/MBA/HR) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Master of Health Administration (MHA)/Master of Business Administration (MBA) dual degree program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry while providing in-depth knowledge to business management practices. The dual degree provides graduates with a distinct edge and greater flexibility in shaping a meaningful career by covering essential business knowledge and industry specific skills. Students have the capacity to critically examine and evaluate issues and trends that are influential to the destiny of a broad and evolving health care system. Curriculum is tailored to the needs of the health care business leader by providing content in areas such as finance, policy, research, technology, human resources, economics, marketing, and strategic planning. The program also emphasizes the identification, analysis, and solution of complex

management problems for a growing industry. In addition, the dual degree offers students to customize the curriculum by selecting elective courses to maximize career goals and 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/mha-mba>.

MHA/MBA/HR Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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

Management, 3 total credits

MGT 521 ~ 3 credits
Management

Human Capital Management, 3 total credits

HRM 531 ~ 3 credits
Human Capital Management

Legal and Ethics, 3 total credits

HCS 545 ~ 3 credits
Health Law and Ethics

Policy, 3 total credits

HCS 550 ~ 3 credits
Health Care Policy

Organizational Leadership, 3 total credits

LDR 531 ~ 3 credits
Organizational Leadership

Quantitative Reasoning, 3 total credits

QRB 501 ~ 3 credits
Quantitative Reasoning for Business

Data Management, 3 total credits

HCS 588 ~ 3 credits
Measuring Performance Standards

Economics, 3 total credits

HCS 552 ~ 3 credits
Health Care Economics

Accounting, 3 total credits

ACC 561 ~ 3 credits
Accounting

Finance, 3 total credits

HCS 577 ~ 3 credits
Financial Management in Health Care

Operations Management, 3 total credits

OPS 571 ~ 3 credits
Operations Management

Marketing, 3 total credits

MKT 571 ~ 3 credits

Marketing

Facility Design, 3 credits

HCS 529 ~ 3 credits

Contemporary Health Care Facility Design

Technology, 3 total credits

HCS 533 ~ 3 credits

Health Information Systems

Research and Statistics, 3 total credits

QNT 561 ~ 3 credits

Applied Business Research & Statistics

Electives, 6 total credits

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

Human Resource Management Concentration, 12 total credits*Students earning a Human Resource Management concentration will complete HRM 595 and select 9 credits from the Human Resource Management concentration elective coursework.*

HRM 546 ~ 3 credits

Human Resource Law

HRM 558 ~ 3 credits

Research in Human Resource Management

HRM 548 ~ 3 credits

Recruitment and Retention Practices

HRM 552 ~ 3 credits

Organizational Training and Development

HRM 595 (Required course) ~ 3 credits

Human Resource Capstone Course

Strategic Management, 3 total credits

HCS 589 ~ 3 credits

Health Care Strategic Management

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

General Information for the MHA/MBA/HR

- The Certificate Track graduate program is designed to be an option for students to earn a certificate en-route to earning the graduate degree.
- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the graduate program.

Additional Admission Requirements for the MHA/MBA/HR

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 for all undergraduate coursework 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/MBA/HR

- The completion of a minimum of 70 credits.
- A minimum program grade point average (GPA) of 3.0.
- Students may earn a certificate in the same area of focus as the concentration en-route to completing the graduate degree. Students may apply for certificate conferral meeting the following program requirements:

- Successful completion of all courses outlined in the enrollment agreement for the certificate.
- Achievement of the minimum program GPA.
- Fulfillment of the minimum University residency requirement.
- Concentrations are reflected on the transcript only and will not appear on the diplomas. Two diplomas will be awarded for this dual degree. The diplomas will read as:
Master of Health Administration
Master of Business Administration
- En-Route Certificate - Graduate Human Resource Management Certificate (CERT/G-HRM)

Residency Requirements and Course Waivers for the MHA/MBA/HR

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 46 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 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.
- Requests to waive a course within a concentration must be submitted to the Student Appeals Center (SAC).
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589, HRM 595, MGT 521, PM 598, QRB 501
- 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.
- The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.
- The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.
 - Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
 - Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Minimum Grade Requirements for the MHA/MBA/HR

- Students in this program are required to achieve a minimum grade of "B" (3.0) in the 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/MBA/HR program.

Re-entry for the MHA/MBA/HR

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/

restrictions. Re-entry students should consult their Academic Advisor for guidance.

Dual Degree in Master of Health Administration/ Master of Business Administration/Concentration in Project Management

The following Dual Degree in Master of Health Administration/Master of Business Administration/Concentration in Project Management (MHA/MBA/PM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Master of Health Administration (MHA)/Master of Business Administration (MBA) dual degree program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry while providing in-depth knowledge to business management practices. The dual degree provides graduates with a distinct edge and greater flexibility in shaping a meaningful career by covering essential business knowledge and industry specific skills. Students have the capacity to critically examine and evaluate issues and trends that are influential to the destiny of a broad and evolving health care system. Curriculum is tailored to the needs of the health care business leader by providing content in areas such as finance, policy, research, technology, human resources, economics, marketing, and strategic planning. The program also emphasizes the identification, analysis, and solution of complex management problems for a growing industry. In addition, the dual degree offers students to customize the curriculum by selecting elective courses to maximize career goals and 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/mha-mba>.

MHA/MBA/PM Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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

Management, 3 total credits

MGT 521 ~ 3 credits

Management

Human Capital Management, 3 total credits

HRM 531 ~ 3 credits

Human Capital Management

Legal and Ethics, 3 total credits

HCS 545 ~ 3 credits

Health Law and Ethics

Policy, 3 total credits

HCS 550 ~ 3 credits

Health Care Policy

Organizational Leadership, 3 total credits

LDR 531 ~ 3 credits

Organizational Leadership

Quantitative Reasoning, 3 total credits

QRB 501 ~ 3 credits

Quantitative Reasoning for Business

Data Management, 3 total credits

HCS 588 ~ 3 credits

Measuring Performance Standards

Economics, 3 total credits

HCS 552 ~ 3 credits

Health Care Economics

Accounting, 3 total credits

ACC 561 ~ 3 credits

Accounting

Finance, 3 total credits

HCS 577 ~ 3 credits

Financial Management in Health Care

Operations Management, 3 total credits

OPS 571 ~ 3 credits

Operations Management

Marketing, 3 total credits

MKT 571 ~ 3 credits

Marketing

Facility Design, 3 credits

HCS 529 ~ 3 credits

Contemporary Health Care Facility Design

Technology, 3 total credits

HCS 533 ~ 3 credits

Health Information Systems

Research and Statistics, 3 total credits

QNT 561 ~ 3 credits

Applied Business Research & Statistics

Electives, 6 total credits

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

Project Management Concentration, 15 total credits

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

Strategic Management, 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/MBA/PM

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 for all undergraduate coursework 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/MBA/PM

- The completion of a minimum of 73 credits.
- A minimum program grade point average (GPA) of 3.0.
- 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 will read as:
Master of Health Administration
Master of Business Administration
- Students who have earned a graduate degree in Health Administration (MHA) or Business Administration (MBA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/MBA/GR degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration/ Master of Business Administration (MHA/MBA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA/

MBA/PM

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 46 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 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.
- Requests to waive a course within a concentration must be submitted to the Student Appeals Center (SAC).
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589, HRM 595, MGT 521, PM 598, QRB 501
- 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.
- The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.
- The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.
 - Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
 - Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Minimum Grade Requirements for the MHA/MBA/PM

- Students in this program are required to achieve a minimum grade of "B" (3.0) in the 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/MBA/PM program.

Re-entry for the MHA/MBA/PM

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Dual Degree in Master of Health Administration/ Master of Business Administration/Congcentration in Project Management (Certificate Track)

The following Dual Degree in Master of Health Administration/Master of Business Administration/Congcentration in Project Management (Certificate Track) (MHA/MBA/PM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Master of Health Administration (MHA)/Master of Business Administration (MBA) dual degree program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry while providing in-depth knowledge to business management practices. The dual degree provides graduates with a distinct edge and greater flexibility in shaping a meaningful career by covering essential business knowledge and industry specific skills. Students have the capacity to critically examine and evaluate issues and trends that are influential to the destiny of a broad and evolving health care system. Curriculum is tailored to the needs of the health care business leader by providing content in areas such as finance, policy, research, technology, human resources, economics, marketing, and strategic planning. The program also emphasizes the identification, analysis, and solution of complex management problems for a growing industry. In addition, the dual degree offers students to customize the curriculum by selecting elective courses to maximize career goals and 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/mha-mba>.

MHA/MBA/PM Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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

Management, 3 total credits

MGT 521 ~ 3 credits
Management

Human Capital Management, 3 total credits

HRM 531 ~ 3 credits
Human Capital Management
HRM 531PR (Puerto Rico Students) ~ 3 credits
Human Capital Management

Legal and Ethics, 3 total credits

HCS 545 ~ 3 credits
Health Law and Ethics

Policy, 3 total credits

HCS 550 ~ 3 credits
Health Care Policy

Organizational Leadership, 3 total credits

LDR 531 ~ 3 credits
Organizational Leadership

Quantitative Reasoning, 3 total credits

QRB 501 ~ 3 credits
Quantitative Reasoning for Business

Data Management, 3 total credits

HCS 588 ~ 3 credits
Measuring Performance Standards

Economics, 3 total credits

HCS 552 ~ 3 credits
Health Care Economics

Accounting, 3 total credits

ACC 561 ~ 3 credits
Accounting

ACC 561PR (Puerto Rico Students) ~ 3 credits
Accounting

Finance, 3 total credits

HCS 577 ~ 3 credits
Financial Management in Health Care

Operations Management, 3 total credits

OPS 571 ~ 3 credits
Operations Management

Marketing, 3 total credits

MKT 571 ~ 3 credits
Marketing

Facility Design, 3 credits

HCS 529 ~ 3 credits
Contemporary Health Care Facility Design

Technology, 3 total credits

HCS 533 ~ 3 credits
Health Information Systems

Research and Statistics, 3 total credits

QNT 561 ~ 3 credits
Applied Business Research & Statistics

Electives, 6 total credits

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

Project Management Concentration, 15 total credits

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

Strategic Management, 3 total credits

HCS 589 ~ 3 credits
Health Care Strategic Management

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

General Information for the MHA/MBA/PM

- The Certificate Track graduate program is designed to be an option for students to earn a certificate en-route to earning the graduate degree.
- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the graduate program.

Additional Admission Requirements for the MHA/MBA/PM

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 for all undergraduate coursework 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/MBA/PM

- The completion of a minimum of 73 credits.
- A minimum program grade point average (GPA) of 3.0.
- Students may earn a certificate in the same area of focus as the concentration en-route to completing the graduate degree. Students may apply for certificate conferral meeting the following program requirements:
 - Successful completion of all courses outlined in the enrollment agreement for the certificate.
 - Achievement of the minimum program GPA.
 - Fulfillment of the minimum University residency requirement.
- Concentrations are reflected on the transcript only and will not appear on the diplomas. Two diplomas will be awarded for this dual degree. The diplomas will read as:
Master of Health Administration
Master of Business Administration
- En-Route Certificate - Graduate Project Management Certificate (G-PM)

Residency Requirements and Course Waivers for the MHA/MBA/PM

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 46 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 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.

School of Nursing

Programs in the School of Nursing 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. In an era of unprecedented and disruptive change in the health care industry-from shifting patient demographics, to the emergence of new models like telemedicine and

- 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.
- Requests to waive a course within a concentration must be submitted to the Student Appeals Center (SAC).
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589, HRM 595, MGT 521, PM 598, QRB 501
- 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.
- The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.
- The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.
 - Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
 - Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Minimum Grade Requirements for the MHA/MBA/PM

- Students in this program are required to achieve a minimum grade of "B" (3.0) in the 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/MBA/PM program.

retail medicine, to an increasingly complex licensing and credentialing environment-today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions. Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater lead-

ership challenges, The University of Phoenix® School of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- School of Nursing Programs

The Bachelor of Science in Nursing and Master of Science in Nursing programs at University of Phoenix are accredited by the Commission on Collegiate Nursing Education (CCNE) One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.
<http://www.aacn.nche.edu/ccne-accreditation>

International Nursing Honor Society

The mission of Sigma Theta Tau International (STTI) is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, School of Nursing is a member of the Omicron Delta chapter of STTI, a virtual chapter that support members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Undergraduate students must have completed at least 1/2 of the nursing curriculum, rank in the upper 35 percent of his/her graduating class, achieved academic excellence (at least a 3.0 on a 4.0 grade point average scale) and met the expectation of academic integrity. Graduate students must have completed at least 1/4 of the nursing curriculum, achieved academic excellence (at least 3.5 on a 4.0 grade point average scale) and met the expectation of academic integrity.

STTI has more than 135,000 active members who reside in more than 85 countries. There are roughly 500 chapters at approximately 695 higher education institutions. To learn more about STTI visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at <http://www.omicrondelta.net>.

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, VA, and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of each

program handbook chapter) will be required to meet with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

For Students signing an enrollment agreement 10/1/2015 or later:

Students are permitted one retake of a nursing course due to non-passing grades. Students who fail to achieve the minimum grade on a second course will be scholastically suspended and permanently withdrawn from their nursing program.

Drug Testing

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 drug screen plus an alcohol drug test.

1. 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.
2. 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.
3. The College of Health Professions, School 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.
4. 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.
5. 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.
6. 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.
7. 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).
8. 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.
9. 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.
10. University of Phoenix, College of Health Professions, School of Nursing, campus officials may be required to report all failed drug tests to each State Board of Nursing in which the student holds a nursing license or certificate. Campus officials shall report test results to all applicable State Boards of Nursing as described in the applicable Board's statutes and/or regulations.
- Master of Science in Nursing Concentration in Nurse Administration**
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- The following Master of Science in Nursing Concentration in Nurse Administration (MSN/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 representative for more information.*
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- 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 registered nurses to function in leadership roles in administration, practice, and education 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, process, and leadership. Concentrations in nurs-

ing administration, nursing education, or family nurse practitioner allow students to concentrate on developing increased knowledge and skills in a specific area of content or advanced practice role.

**The Masters of Science degree programs are accredited by the Commission on Collegiate Nursing Education, 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-adm>.

Program Purpose

The Master of Science in Nursing/Nurse Administration is a post-licensure education program designed for nurses with current RN licensure who wish to obtain a master's degree in nursing administration. The program prepares registered nurses to function in leadership roles in administration, practice and education settings. Upon completion of the program, graduates with the required practice experience will be prepared to sit for the American Nurses Credentialing Centers Nurse Executive Board Certification (NE-BC) exam.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to evaluate nursing and related sciences and humanities in all aspects of safe individually focused care for diverse populations in a variety of settings.
- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal and physical health care resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes and systems for continuous quality improvement across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate informatics and health care technologies for integration into practice for enhanced care outcomes.
- Students will be able to evaluate health care policy, regulatory, legal economic and sociocultural environments to advocate for patients and effect change in the health care system based on their role.
- Students will be able to collaborate in inter- and intra-disciplinary teams to optimize patient and population health outcomes.
- Students will be able to design and deliver evidenced-based clinical prevention and population care and services for diverse populations in a variety of local, national and international settings.
- Students will be able to create a professional development plan to continuously facilitate the delivery of ethical, safe and quality care to diverse populations in a variety of settings.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HSN 505 ~.....	2 credits
Introduction to Graduate Studies in Nursing	
NSG 510 ~	3 credits
Theoretical Foundations of Nursing Roles and Practice	
NSG 515 ~	3 credits
Nursing Research and Evidence-Based Practice	
NSG 520 ~	3 credits
Nursing Leadership	
NSG 550 ~	3 credits
Role of the Nurse Administrator	
HSN 525 ~	4 credits
Research Methodologies for the Nurse Administrator	
HSN 555 ~	3 credits
Human Resources in Health Care	
HSN 560 ~	3 credits
Organizational Systems and Informatics	
HSN 565 ~	3 credits
Organizational Change and Negotiation	
HSN 570 ~	3 credits
Financial Resource Management	
HSN 575 ~	4 credits
Quality Management and Outcomes	
NSG 580 ~	4 credits
Practicum	

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

State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama. Applicants for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter practice. www.abn.alabama.gov

Additional Admission Requirements for the MSN/ADM

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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- An undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for all students residing in Oregon or attending the Oregon campus.
- Current employment is not a requirement for admission.

- For all students starting 7/1/2012 - 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
- Effective 11/1/06, nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing. Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

Degree Requirements for the MSN/ADM

- Completion of a minimum of 38 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

Academic Progression Requirements for the MSN/ADM

- Minimum grade of B- or better in all graduate level courses.
- For all students starting 7/1/2012- 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.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Students must successfully complete NSG 580 with a B- or better. Students have a maximum of three attempts to meet the minimum grade requirement. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program. Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.

- 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.
- A clinical course may not be taken concurrently with any other course. The clinical courses are in this program are NSG 550, HSN 525, HSN 555, HSN 560, HSN 565, HSN 570, HSN 575 and NSG 580.

Minimum Grade Requirements for the MSN/ADM

- All graduate level MSN courses must be completed with a grade of 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 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.
- Students must successfully complete NSG 580 with a B- or better. Students have a maximum of three attempts to meet the minimum grade requirement. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program . Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.
- Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

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 8 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: NSG 550, HSN 525, HSN 555, HSN 560, HSN 565, HSN 570, HSN 575, NSG 580.

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.

The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.

The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

- Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Re-entry for the MSN/ADM

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Nurse Administration Bridge

The following Master of Science in Nursing Concentration in Nurse Administration Bridge (MSN/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 representative 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 registered nurses to function in leadership roles in administration, practice, and education 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, process, and leadership. Concentrations in nursing administration, nursing education, or family nurse practitioner allow students to concentrate on developing increased knowledge and skills in a specific area of content or advanced practice role.

**The Masters of Science degree programs are accredited by the Commission on Collegiate Nursing Education, 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-adm>.

Program Purpose

The Master of Science in Nursing/Nursing Administration is a post-licensure education program designed for nurses with current RN licensure who wish to obtain a master's degree in nursing administration. The program prepares registered nurses to function in leadership roles in administration, practice and education settings. Upon completion of the program, graduates with the required practice experience will be prepared to sit for the American Nurses Credentialing Centers Nurse Executive Board Certification (NE-BC) exam.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to evaluate nursing and related sciences and humanities in all aspects of safe individually focused care for diverse populations in a variety of settings.
- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal and physical health care resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes and systems for continuous quality improvement across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.

- Students will be able to evaluate informatics and health care technologies for integration into practice for enhanced care outcomes.
- Students will be able to evaluate health care policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the health care system based on their role.
- Students will be able to collaborate in inter- and intra-disciplinary teams to optimize patient and population health outcomes.
- Students will be able to design and deliver evidenced-based clinical prevention and population care and services for diverse populations in a variety of local, national and international settings.
- Students will be able to create a professional development plan to continuously facilitate the delivery of ethical, safe and quality care to diverse populations in a variety of settings.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Sciences and Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 415 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 415 ~ 3 credits

Theory-Based Nursing Practice

NUR 403 ~ 3 credits

Theories and Models of Nursing Practice

Nursing Bridge 2

NSG 397 is the preferred option to satisfy Nursing Bridge 2.

NSG 397 ~ 3 credits

Professional Nursing Role

NUR 391 ~ 3 credits

Professional Nursing Practice

NUR 440 ~ 3 credits

Health Assessment and Promotion for Vulnerable Population

Nursing Bridge 3

NSG 455 is the preferred course option to satisfy the Nursing Bridge 3 requirement.

NSG 455 ~ 3 credits

Evidence-Based Practice and Statistics

NUR 443 ~ 3 credits

Evidence-Based Nursing Research and Practice

Required Course Sequence

HSN 505 2 credits

Introduction to Graduate Studies in Nursing

NSG 510 ~ 3 credits

Theoretical Foundations of Nursing Roles and Practice

NSG 515 ~ 3 credits

Nursing Research and Evidence-Based Practice

NSG 520 ~ 3 credits

Nursing Leadership

NSG 550 ~ 3 credits

Role of the Nurse Administrator

HSN 525 ~	4 credits
Research Methodologies for the Nurse Administrator	
HSN 555 ~	3 credits
Human Resources in Health Care	
HSN 560 ~	3 credits
Organizational Systems and Informatics	
HSN 565 ~	3 credits
Organizational Change and Negotiation	
HSN 570 ~	3 credits
Financial Resource Management	
HSN 575 ~	4 credits
Quality Management and Outcomes	
NSG 580 ~	4 credits
Practicum	

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

State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama. Applicants for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter practice. www.abn.alabama.gov

Additional Admission Requirements for the MSN/ADM

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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- An undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for all students residing in Oregon or attending the Oregon campus.
- Current employment is not a requirement for admission.
- For all students starting 7/1/2012 - 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

- Effective 11/1/06, nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing. Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

Degree Requirements for the MSN/ADM

- Completion of a minimum of 47 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

Academic Progression Requirements for the MSN/ADM

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses in these content areas: Theory, Evidence-Based Practice, and Assessment, with a C or better in each course prior to enrolling in NSG 510 - Role-Based Nursing Practice.
- Minimum grade of B- or better in all graduate level courses.
- For all students starting 7/1/2012- 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.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Students must successfully complete NSG 580 with a B- or better. Students have a maximum of three attempts to meet the minimum grade requirement. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program. Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.
- 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.
- A clinical course may not be taken concurrently with any other course. The clinical courses are in this program are NSG 550, HSN 525, HSN 555, HSN 560, HSN 565, HSN 570, HSN 575 and NSG 580.

Minimum Grade Requirements for the MSN/ADM

- All MSN bridge courses must be completed with a grade of C or better. Students who do not pass these courses with a grade of C or better 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 graduate level MSN courses must be completed with a grade of 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 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.
- Students must successfully complete NSG 580 with a B- or better. Students have a maximum of three attempts to meet the minimum grade requirement. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program. Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.
- Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

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 8 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: HSN 525, HSN 555, HSN 560, HSN 565, HSN 570, HSN 575, NSG 550, NSG 580.

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.

The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.

The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

- Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Re-Entry for the MSN/ADM

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in

Nurse Administration-International

The following Master of Science in Nursing Concentration in Nurse Administration-International (MSN/ADM-I) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Master of Science in Nursing (MSN) program, accredited by the Commission of Collegiate Nursing Education (CCNE)*, enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and education 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, process, and leadership. Concentrations in nursing administration, nursing education, or family nurse practitioner allow students to concentrate on developing increased knowledge and skills in a specific area of content or advanced practice role.

**The Masters of Science degree programs are accredited by the Commission on Collegiate Nursing Education, 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-adm-i>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to evaluate nursing and related sciences and humanities in all aspects of safe individually focused care for diverse populations in a variety of settings.
- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal and physical health care resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes and systems for continuous quality improvement across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate informatics and health care technologies for integration into practice for enhanced care outcomes.
- Students will be able to evaluate health care policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the health care system based on their role.
- Students will be able to collaborate in inter- and intra-disciplinary teams to optimize patient and population health outcomes.

- Students will be able to design and deliver evidenced-based clinical prevention and population care and services for diverse populations in a variety of local, national and international settings.
- Students will be able to create a professional development plan to continuously facilitate the delivery of ethical, safe and quality care to diverse populations in a variety of settings.

MSN/ADM-I Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).
HSN 505 2 credits
Introduction to Graduate Studies in Nursing
NSG 510 ~ 3 credits
Theoretical Foundations of Nursing Roles and Practice
NSG 515 ~ 3 credits
Nursing Research and Evidence-Based Practice
NSG 520 ~ 3 credits
Nursing Leadership
NSG 550 ~ 3 credits
Role of the Nurse Administrator
HSN 525 ~ 4 credits
Research Methodologies for the Nurse Administrator
HSN 555 ~ 3 credits
Human Resources in Health Care
HSN 560 ~ 3 credits
Organizational Systems and Informatics
HSN 565 ~ 3 credits
Organizational Change and Negotiation
HSN 570 ~ 3 credits
Financial Resource Management
HSN 575 ~ 4 credits
Quality Management and Outcomes
NSG 580 ~ 4 credits
Practicum

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

Additional Admission Requirements for the MSN/ADM-I

All applicants are expected to meet the following admissions requirements:

- Applicants must be residents outside of the United States or approved US Territories. Program will be offered only through the Online Campus. 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 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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

- 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.
- 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
- Signed Foreign Nursing Memorandum of Understanding

Degree Requirements for the MSN/ADM-I

- Completion of a minimum of 38 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

Academic Progression Requirements for the MSN/ADM-I

- Minimum grade of B- or better in all graduate level courses.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Students must successfully complete NSG 580 with a B- or better. Students have a maximum of three attempts to meet the minimum grade requirement. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program. Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.
- 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.

Minimum Grade Requirements for the MSN/ADM-I

- All graduate level MSN courses must be completed with a grade of 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 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.

- Students must successfully complete NSG 580 with a B- or better. Students have a maximum of three attempts to meet the minimum grade requirement. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program. Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.
- Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM-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 8 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: NSG 500, NSG 505, NSG 525, NSG 530, NSG 535, NSG 540, NSG 545, NSG 580.

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.

The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.

The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

- Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Re-entry for the MSN/ADM-I

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Nurse Education

The following Master of Science in Nursing Concentration in Nurse Education (MSN/NED) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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 registered nurses to function in leadership roles in administration, practice, and education 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, process, and leadership. Concentrations in nursing administration, nursing education, or family nurse practitioner allow students to concentrate on developing increased knowledge and skills in a specific area of content or advanced practice role.

**The Masters of Science degree programs are accredited by the Commission on Collegiate Nursing Education, 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-ned>.

Program Purpose

The Master of Science in Nursing (MSN)/Nurse Educator (NED) track is a post-licensure education program designed for nurses with current RN licensure who wish to obtain a master's degree in nursing education. The program prepares graduates to function in leadership and faculty roles in a variety of educational settings. Upon completion of the program, graduates will be prepared to sit for the National League for Nursing's Certified Nurse Educator (CNE) exam.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to evaluate nursing and related sciences and humanities in all aspects of safe individually focused care for diverse populations in a variety of settings.
- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal and physical health care resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes and systems for continuous quality improvement across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate informatics and health care technologies for integration into practice for enhanced care outcomes.
- Students will be able to evaluate health care policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the health care system based on their role.
- Students will be able to collaborate in inter- and intra-disciplinary teams to optimize patient and population health outcomes.
- Students will be able to design and deliver evidenced-based clinical prevention and population care and services for diverse populations in a variety of local, national and international settings.
- Students will be able to create a professional development plan to continuously facilitate the delivery of ethical, safe and quality care to diverse populations in a variety of settings.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol fol-

lowing the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HSN 505 ~.....	2 credits
Introduction to Graduate Studies in Nursing	
NSG 510 ~.....	3 credits
Theoretical Foundations of Nursing Roles and Practice	
NSG 515 ~.....	3 credits
Nursing Research and Evidence-Based Practice	
NSG 520 ~.....	3 credits
Nursing Leadership	
NSG 525 ~.....	3 credits
Role of the Nurse Educator	
NSG 530 ~.....	4 credits
Theory and Principles of Nursing Education	
NSG 535 ~.....	3 credits
Curriculum Development	
NSG 540 ~.....	3 credits
Instructional Design and Technology	
NSG 545 ~.....	3 credits
Assessment, Measurement, and Evaluation	
NSG 500 ~.....	4 credits
An Integrated Approach to Pathophysiology and Pharmacology	
NSG 505 ~.....	3 credits
Comprehensive Health Assessment	
NSG 580 ~.....	4 credits
Practicum	

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

State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama. Applicants for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter practice. www.abn.alabama.gov

Additional Admission Requirements for the MSN/NED

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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- An undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for all students residing in Oregon or attending the Oregon campus.
- Current employment is not a requirement for admission.

- For all students starting 7/1/2012 - 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
- Effective 11/1/06, nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing. Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

Degree Requirements for the MSN/NED

- Completion of a minimum of 38 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

Academic Progression Requirements for the MSN/NED

- Minimum grade of B- or better in all graduate level courses.
- For all students starting 7/1/2012- 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.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Students must successfully complete NSG 580 with a B- or better. Students have a maximum of three attempts to meet the minimum grade requirement. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program. Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.

- 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.
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program are NSG 525, NSG 530, NSG 535, NSG 540, NSG 545, NSG 500, NSG 505, and NSG 580

Minimum Grade Requirements for the MSN/NED

- All graduate level MSN courses must be completed with a grade of 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 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.
- Students must successfully complete NSG 580 with a B- or better. Students have a maximum of three attempts to meet the minimum grade requirement. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program. Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.
- Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

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 8 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: NSG 500, NSG 505, NSG 525, NSG 530, NSG 535, NSG 540, NSG 545, NSG 580.

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.

The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.

The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

- Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Re-Entry for the MSN/NED

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Nurse Education Bridge

The following Master of Science in Nursing Concentration in Nurse Education Bridge (MSN/NED) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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 registered nurses to function in leadership roles in administration, practice, and education 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, process, and leadership. Concentrations in nursing administration, nursing education, or family nurse practitioner allow students to concentrate on developing increased knowledge and 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-ned>.

Program Purpose

The Master of Science in Nursing (MSN)/Nurse Educator (NED) track is a post-licensure education program designed for nurses with current RN licensure who wish to obtain a master's degree in nursing education. The program prepares graduates to function in leadership and faculty roles in a variety of educational settings. Upon completion of the program, graduates will be prepared to sit for the National League for Nursing's Certified Nurse Educator (CNE) exam.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to evaluate nursing and related sciences and humanities in all aspects of safe individually focused care for diverse populations in a variety of settings.
- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal and physical health care resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes and systems for continuous quality improvement across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.

- Students will be able to evaluate informatics and health care technologies for integration into practice for enhanced care outcomes.
- Students will be able to evaluate health care policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the health care system based on their role.
- Students will be able to collaborate in inter- and intra-disciplinary teams to optimize patient and population health outcomes.
- Students will be able to design and deliver evidenced-based clinical prevention and population care and services for diverse populations in a variety of local, national and international settings.
- Students will be able to create a professional development plan to continuously facilitate the delivery of ethical, safe and quality care to diverse populations in a variety of settings.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Sciences and Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 415 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 415 ~ 3 credits

Theory-Based Nursing Practice

NUR 403 ~ 3 credits

Theories and Models of Nursing Practice

Nursing Bridge 2

NSG 397 is the preferred option to satisfy Nursing Bridge 2.

NSG 397 ~ 3 credits

Professional Nursing Role

NUR 391 ~ 3 credits

Professional Nursing Practice

NUR 440 ~ 3 credits

Health Assessment and Promotion for Vulnerable Population

Nursing Bridge 3

NSG 455 is the preferred course option to satisfy the Nursing Bridge 3 requirement.

NSG 455 ~ 3 credits

Evidence-Based Practice and Statistics

NUR 443 ~ 3 credits

Evidence-Based Nursing Research and Practice

Required Course Sequence

HSN 505 2 credits

Introduction to Graduate Studies in Nursing

NSG 510 ~ 3 credits

Theoretical Foundations of Nursing Roles and Practice

NSG 515 ~ 3 credits

Nursing Research and Evidence-Based Practice

NSG 520 ~ 3 credits

Nursing Leadership

NSG 525 ~ 3 credits

Role of the Nurse Educator

NSG 530 ~	4 credits
Theory and Principles of Nursing Education	
NSG 535 ~	3 credits
Curriculum Development	
NSG 540 ~	3 credits
Instructional Design and Technology	
NSG 545 ~	3 credits
Assessment, Measurement, and Evaluation	
NSG 500 ~	4 credits
An Integrated Approach to Pathophysiology and Pharmacology	
NSG 505 ~	3 credits
Comprehensive Health Assessment	
NSG 580 ~	4 credits
Practicum	

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

State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama. Applicants for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter practice. www.abn.alabama.gov

Additional Admission Requirements for the MSN/NED

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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- An undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for all students residing in Oregon or attending the Oregon campus.
- Current employment is not a requirement for admission.
- For all students starting 7/1/2012 - 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

- Effective 11/1/06, nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing. Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

Degree Requirements for the MSN/NED

- Completion of a minimum of 47 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

Academic Progression Requirements for the MSN/NED

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses in these content areas: Theory, Evidence-Based Practice, and Assessment, with a C or better in each course prior to enrolling in NSG 510 - Role-Based Nursing Practice.
- Minimum grade of B- or better in all graduate level courses.
- For all students starting 7/1/2012- 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.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Students must successfully complete NSG 580 with a B- or better. Students have a maximum of three attempts to meet the minimum grade requirement. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program. Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.
- 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.
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program are NSG 525, NSG 530, NSG 535, NSG 540, NSG 545, NSG 500, NSG 505, and NSG 580

Minimum Grade Requirements for the MSN/NED

- All MSN bridge courses must be completed with a grade of C or better. Students who do not pass these courses with a grade of C or better 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 graduate level MSN courses must be completed with a grade of 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 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.
- Students must successfully complete NSG 580 with a B- or better. Students have a maximum of three attempts to meet the minimum grade requirement. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program. Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.
- Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

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 8 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: NSG 500, NSG 505, NSG 525, NSG 530, NSG 535, NSG 540, NSG 545, NSG 580.

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.

The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.

The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

- Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Re-entry for the MSN/NED

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in

Nurse Education-International

The following Master of Science in Nursing Concentration in Nurse Education-International (MSN/NED-I) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Master of Science in Nursing (MSN) program, accredited by the Commission of Collegiate Nursing Education (CCNE)*, enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and education 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, process, and leadership. Concentrations in nursing administration, nursing education, or family nurse practitioner allow students to concentrate on developing increased knowledge and 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-ned-i>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to evaluate nursing and related sciences and humanities in all aspects of safe individually focused care for diverse populations in a variety of settings.
- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal and physical health care resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes and systems for continuous quality improvement across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate informatics and health care technologies for integration into practice for enhanced care outcomes.
- Students will be able to evaluate health care policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the health care system based on their role.
- Students will be able to collaborate in inter- and intra-disciplinary teams to optimize patient and population health outcomes.

- Students will be able to design and deliver evidenced-based clinical prevention and population care and services for diverse populations in a variety of local, national and international settings.
- Students will be able to create a professional development plan to continuously facilitate the delivery of ethical, safe and quality care to diverse populations in a variety of settings.

MSN/NED-I Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).
HSN 505 2 credits
Introduction to Graduate Studies in Nursing
NSG 510 ~ 3 credits
Theoretical Foundations of Nursing Roles and Practice
NSG 515 ~ 3 credits
Nursing Research and Evidence-Based Practice
NSG 520 ~ 3 credits
Nursing Leadership
NSG 525 ~ 3 credits
Role of the Nurse Educator
NSG 530 ~ 4 credits
Theory and Principles of Nursing Education
NSG 535 ~ 3 credits
Curriculum Development
NSG 540 ~ 3 credits
Instructional Design and Technology
NSG 545 ~ 3 credits
Assessment, Measurement, and Evaluation
NSG 500 ~ 4 credits
An Integrated Approach to Pathophysiology and Pharmacology
NSG 505 ~ 3 credits
Comprehensive Health Assessment
NSG 580 ~ 4 credits
Practicum

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

Additional Admission Requirements for the MSN/NED-I

All applicants are expected to meet the following admissions requirements:

- Applicants must be residents outside of the United States or approved US Territories. Program will be offered only through the Online Campus. 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 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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

- 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.
- 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
- Signed Foreign Nursing Memorandum of Understanding

Degree Requirements for the MSN/NED-I

- Completion of a minimum of 38 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

Academic Progression Requirements for the MSN/NED-I

- Minimum grade of B- or better in all graduate level courses.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Students must successfully complete NSG 580 with a B- or better. Students have a maximum of three attempts to meet the minimum grade requirement. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program. Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.
- 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.
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program are NSG 525, NSG 530, NSG 535, NSG 540, NSG 545, NSG 500, NSG 505, and NSG 580

Minimum Grade Requirements for the MSN/NED-I

- All graduate level MSN courses must be completed with a grade of 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 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.

- Students must successfully complete NSG 580 with a B- or better. Students have a maximum of three attempts to meet the minimum grade requirement. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program. Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.
- Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED-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 8 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: HSN 505, NSG 510, NSG 520, NSG 525, NSG 580.

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.

The Doctoral Bridge gives students the option to complete doctoral

level coursework during a master's program.

The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

- Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Re-entry for the MSN/NED-I

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Dual Degree in Master of Science in Nursing and Master of Health Administration

The following Dual Degree in 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 representative for more information.

The MSN/MHA program is designed to provide nurses with a unique blend of advanced nursing and healthcare related business skills to manage in today's evolving health care delivery systems. The program combines essential elements from both degree programs to provide students with the knowledge and skills needed to effectively examine and evaluate issues and trends impacting health care. The MSN/MHA 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 curriculum focuses on linking content related to the role of the nurse leader, theory, and research utilization in practice.

The MHA curriculum focuses on content related to finance, economics, policy, quality improvement, marketing, and strategic planning. In addition, students can complete course work in concepts related to gerontology, sustainability management, 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.

Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202-887-6791

For more information about our graduation 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>.

Program Purpose

The Master in Health Administration/Master of Science in Nursing (dual-degree) is a post-licensure education program designed for nurses with current RN licensure who wish to pursue more advanced positions in the health care arena. This 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.

MSN/MHA Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HSN 505 ~	2 credits
Introduction to Graduate Studies in Nursing	
HCS 514 ~	3 credits
Managing in Today's Health Care Organizations	
HCS 545 ~	3 credits
Health Law and Ethics	
HCS 533 ~	3 credits
Health Information Systems	
HCS 550 ~	3 credits
Health Care Policy	
HCS 588 ~	3 credits
Measuring Performance Standards	
HCS 552 ~	3 credits
Health Care Economics	
Elective I ~	3 credits
Elective	
HCS 529 ~	3 credits
Contemporary Health Care Facility Design	
NSG 510 ~	3 credits
Theoretical Foundations of Nursing Roles and Practice	
NSG 515 ~	3 credits

Nursing Research and Evidence-Based Practice

NSG 520 ~ 3 credits

Nursing Leadership

NSG 550 ~ 3 credits

Role of the Nurse Administrator

HSN 525 ~ 4 credits

Research Methodologies for the Nurse Administrator

HSN 555 ~ 3 credits

Human Resources in Health Care

HSN 560 ~ 3 credits

Organizational Systems and Informatics

HSN 565 ~ 3 credits

Organizational Change and Negotiation

HSN 570 ~ 3 credits

Financial Resource Management

HSN 575 ~ 4 credits

Quality Management and Outcomes

NSG 580 ~ 4 credits

Practicum

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

State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama.

Applicants for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter practice. www.abn.alabama.gov

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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- 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

- The completion of a minimum of 62 credits.
- A minimum program grade point average (GPA) of 3.0.
- 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 will read as:

Master of Science in Nursing
Master of Health Administration

Academic Progression Requirements for the MSN/MHA

- Students enrolling in the bridge program must successfully complete the three bridge courses prior to enrolling in NSG 510.
- 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.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- 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.
- A clinical course may not be taken concurrently with any other course. The clinical courses are in this program are NSG 550, HSN 525, HSN 555, HSN 560, HSN 565, HSN 570, HSN 575 and NSG 580.

Minimum Grade Requirements for the MSN/MHA

- All bridge courses must be completed with a grade of C or better. Students who do not pass these courses with a grade of C or better 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 program.
- All graduate level MSN courses must be completed with a grade of 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 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 School of Nursing. Graduate level MSN courses are designated by a prefix of HSN or NSG in the course ID.

- Students must successfully complete NSG 580 with a B- or better. Students have a maximum of three attempts to meet the minimum grade requirement. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program. Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.
- Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

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, 44 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 of graduate coursework from their required course of study. Students in the bridge program may waive the 9 undergraduate bridge credits in addition to the 15 credits of graduate 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 for all nursing courses and completed within the past ten (10) years from current program enrollment agreement sign date for all health administration courses with a grade of "B" (3.0) or better.
- The course must be comparable in content, credits, and clinical hours to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions 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 589, HSN 525, HSN 555, HSN 560, HSN 565, HSN 570, HSN 575, NSG 550, NSG 580

Re-entry for the MSN/MHA

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Dual Degree in Master of Science in Nursing and Master of Health Administration Concentration in Gerontology

The following Dual Degree in Master of Science in Nursing and Master of Health Administration Concentration in Gerontology (MSN/MHA/GR) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The MSN/MHA program is designed to provide nurses with a unique blend of advanced nursing and healthcare related business skills to manage in today's evolving health care delivery systems. The program combines essential elements from both degree programs to provide students with the knowledge and skills needed to effectively examine and evaluate issues and trends impacting health care. The MSN/MHA 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 curriculum focuses on linking content related to the role of the nurse leader, theory, and research utilization in practice.

The MHA curriculum focuses on content related to finance, economics, policy, quality improvement, marketing, and strategic planning. In addition, students can complete course work in con-

cepts related to gerontology, sustainability management, 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.

Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202-887-6791

For more information about our graduation 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>.

Program Purpose

The Master in Health Administration/Master of Science in Nursing (dual degree) with a concentration in Gerontology is a post-licensure education program designed for nurses with current RN licensure who wish to pursue more advanced positions in the health care arena. This 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. Students also complete coursework in concepts related to care of the elderly.

MSN/MHA/GR Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HSN 505	2 credits
Introduction to Graduate Studies in Nursing	
HCS 514 ~	3 credits
Managing in Today's Health Care Organizations	
HCS 545 ~	3 credits
Health Law and Ethics	
HCS 533 ~	3 credits
Health Information Systems	
HCS 550 ~	3 credits
Health Care Policy	
HCS 588 ~	3 credits
Measuring Performance Standards	
HCS 552 ~	3 credits
Health Care Economics	
Elective I ~	3 credits
Elective	
HCS 529 ~	3 credits
Contemporary Health Care Facility Design	
NSG 510 ~	3 credits
Theoretical Foundations of Nursing Roles and Practice	
NSG 515 ~	3 credits
Nursing Research and Evidence-Based Practice	
NSG 520 ~	3 credits
Nursing Leadership	
NSG 550 ~	3 credits
Role of the Nurse Administrator	
HSN 525 ~	4 credits
Research Methodologies for the Nurse Administrator	
HSN 555 ~	3 credits
Human Resources in Health Care	

HSN 560 ~	3 credits
Organizational Systems and Informatics	
HSN 565 ~	3 credits
Organizational Change and Negotiation	
HSN 570 ~	3 credits
Financial Resource Management	
HSN 575 ~	4 credits
Quality Management and Outcomes	
NSG 580 ~	4 credits
Practicum	
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 589 ~.....	3 credits
Health Care Strategic Management	

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

State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama. Applicants for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter practice. www.abn.alabama.gov

Additional Admission Requirements for the MSN/MHA/GR

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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- 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/GR

- The completion of a minimum of 74 credits.
- A minimum program grade point average (GPA) of 3.0.
- 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 will read as:

Master of Science in Nursing
Master of Health Administration

Academic Progression Requirements for the MSN/MHA/GR

- Students enrolling in the bridge program must successfully complete the three bridge courses prior to enrolling in NSG 510.
- 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.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- 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.
- A clinical course may not be taken concurrently with any other course. The clinical courses are in this program are NSG 550, HSN 525, HSN 555, HSN 560, HSN 565, HSN 570, HSN 575 and NSG 580.

Minimum Grade Requirements for the MSN/MHA/GR

- All bridge courses must be completed with a grade of C or better. Students who do not pass these courses with a grade of C or better 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 program.
- All graduate level MSN courses must be completed with a grade of 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 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 School of Nursing. Graduate level MSN courses are designated by a prefix of HSN or NSG in the course ID.

- Students must successfully complete NSG 580 with a B- or better. Students have a maximum of three attempts to meet the minimum grade requirement. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program. Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.
- Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/MHA/GR

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 44 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 of graduate coursework from their required course of study. Students in the bridge program may waive the 9 undergraduate bridge credits in addition to the 15 credits of graduate 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 for all nursing courses and completed within the past ten (10) years from current program enrollment agreement sign date for all health administration courses with a grade of "B" (3.0) or better.
- The course must be comparable in content, credits, and clinical hours to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions 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 589, HSN 525, HSN 555, HSN 560, HSN 565, HSN 570, HSN 575, NSG 550, NSG 580

Re-entry for the MSN/MHA/GR

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Dual Degree in Master of Science in Nursing and Master of Health Administration Concentration in Informatics

The following Dual Degree in Master of Science in Nursing and Master of Health Administration Concentration in Informatics (MSN/MHA/JN) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The MSN/MHA program is designed to provide nurses with a unique blend of advanced nursing and healthcare related business skills to manage in today's evolving health care delivery systems. The program combines essential elements from both degree programs to provide students with the knowledge and skills needed to effectively examine and evaluate issues and trends impacting health care. The MSN/MHA 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 curriculum focuses on linking content related to the role of the nurse leader, theory, and research utilization in practice.

The MHA curriculum focuses on content related to finance, economics, policy, quality improvement, marketing, and strategic planning. In addition, students can complete course work in concepts related to gerontology, sustainability management, 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.

Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202-887-6791

For more information about our graduation 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>.

Program Purpose

The Master in Health Administration/Master of Science in Nursing (dual degree) with a concentration in Informatics is a post-licensure education program designed for nurses with current RN licensure who wish to pursue more advanced positions in the health care arena. This 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.

MSN/MHA/IN Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).
HSN 505 ~.....2 credits
Introduction to Graduate Studies in Nursing
HCS 514 ~.....3 credits
Managing in Today's Health Care Organizations
HCS 545 ~.....3 credits
Health Law and Ethics
HCS 533 ~.....3 credits
Health Information Systems
HCS 550 ~.....3 credits
Health Care Policy
HCS 588 ~.....3 credits
Measuring Performance Standards
HCS 552 ~.....3 credits
Health Care Economics
Elective I ~.....3 credits
Elective
HCS 529 ~.....3 credits
Contemporary Health Care Facility Design
NSG 510 ~3 credits
Theoretical Foundations of Nursing Roles and Practice
NSG 515 ~3 credits
Nursing Research and Evidence-Based Practice
NSG 520 ~3 credits
Nursing Leadership
NSG 550 ~3 credits
Role of the Nurse Administrator
HSN 525 ~4 credits
Research Methodologies for the Nurse Administrator
HSN 555 ~3 credits
Human Resources in Health Care
HSN 560 ~3 credits

Organizational Systems and Informatics

HSN 565 ~	3 credits
Organizational Change and Negotiation	
HSN 570 ~	3 credits
Financial Resource Management	
HSN 575 ~	4 credits
Quality Management and Outcomes	
NSG 580 ~	4 credits
Practicum	
HCI 500 ~	3 credits
Concepts of Health Care Informatics	
HCI 510 ~	3 credits
Systems Life Cycle	
HCI 520 ~	3 credits
Data Management and Design	
HCS 589 ~	3 credits
Health Care Strategic Management	

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

State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama.

Applicants for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter practice. www.abn.alabama.gov

Additional Admission Requirements for the MSN/MHA/IN

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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- 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/IN

- The completion of a minimum of 74 credits.
- A minimum program grade point average (GPA) of 3.0.
- 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 will read as:

Master of Science in Nursing
Master of Health Administration

Academic Progression Requirements for the MSN/MHA/IN

- Students enrolling in the bridge program must successfully complete the three bridge courses prior to enrolling in NSG 510.
- 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.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- 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.
- A clinical course may not be taken concurrently with any other course. The clinical courses are in this program are NSG 550, HSN 525, HSN 555, HSN 560, HSN 565, HSN 570, HSN 575 and NSG 580.

Minimum Grade Requirements for the MSN/MHA/IN

- All bridge courses must be completed with a grade of C or better. Students who do not pass these courses with a grade of C or better 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 program.
- All graduate level MSN courses must be completed with a grade of 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 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 School of Nursing. Graduate level MSN courses are designated by a prefix of HSN or NSG in the course ID.

- Students must successfully complete NSG 580 with a B- or better. Students have a maximum of three attempts to meet the minimum grade requirement. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program. Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.
- Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/MHA/IN

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 44 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 of graduate coursework from their required course of study. Students in the bridge program may waive the 9 undergraduate bridge credits in addition to the 15 credits of graduate 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 for all nursing courses and completed within the past ten (10) years from current program enrollment agreement sign date for all health administration courses with a grade of "B" (3.0) or better.
- The course must be comparable in content, credits, and clinical hours to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions 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 589, HSN 525, HSN 555, HSN 560, HSN 565, HSN 570, HSN 575, NSG 550, NSG 580

Re-entry for the MSN/MHA/IN

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Dual Degree in Master of Science in Nursing and Master of Health Administration Concentration in Sustainability Management

The following Dual Degree in Master of Science in Nursing and Master of Health Administration Concentration in Sustainability Management (MSN/MHA/SM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The MSN/MHA program is designed to provide nurses with a unique blend of advanced nursing and healthcare related business skills to manage in today's evolving health care delivery systems. The program combines essential elements from both degree programs to provide students with the knowledge and skills needed to effectively examine and evaluate issues and trends impacting health care. The MSN/MHA 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 curriculum focuses on linking content related to the role of the nurse leader, theory, and research utilization in practice.

The MHA curriculum focuses on content related to finance, economics, policy, quality improvement, marketing, and strategic planning. In addition, students can complete course work in con-

cepts related to gerontology, sustainability management, 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.

Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202-887-6791

For more information about our graduation 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>.

Program Purpose

The Master in Health Administration/Master of Science in Nursing (dual degree) with a concentration in Sustainability Management is a post-licensure education program designed for nurses with current RN licensure who wish to pursue more advanced positions in the health care arena. This 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. Students also complete coursework in concepts related to the environmental, economic and social factors within the health care industry.

MSN/MHA/SM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HSN 505	2 credits
Introduction to Graduate Studies in Nursing	
HCS 514 ~	3 credits
Managing in Today's Health Care Organizations	
HCS 545 ~	3 credits
Health Law and Ethics	
HCS 533 ~	3 credits
Health Information Systems	
HCS 550 ~	3 credits
Health Care Policy	
HCS 588 ~	3 credits
Measuring Performance Standards	
HCS 552 ~	3 credits
Health Care Economics	
Elective I ~	3 credits
Elective	
HCS 529 ~	3 credits
Contemporary Health Care Facility Design	
NSG 510 ~	3 credits
Theoretical Foundations of Nursing Roles and Practice	
NSG 515 ~	3 credits
Nursing Research and Evidence-Based Practice	
NSG 520 ~	3 credits
Nursing Leadership	
NSG 550 ~	3 credits
Role of the Nurse Administrator	
HSN 525 ~	4 credits
Research Methodologies for the Nurse Administrator	

HSN 555 ~.....	3 credits
Human Resources in Health Care	
HSN 560 ~.....	3 credits
Organizational Systems and Informatics	
HSN 565 ~.....	3 credits
Organizational Change and Negotiation	
HSN 570 ~.....	3 credits
Financial Resource Management	
HSN 575 ~.....	4 credits
Quality Management and Outcomes	
NSG 580 ~.....	4 credits
Practicum	
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	
HCS 589 ~.....	3 credits
Health Care Strategic Management	

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

State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama.

Applicants for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter practice. www.abn.alabama.gov

Additional Admission Requirements for the MSN/MHA/SM

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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- 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/SM

- The completion of a minimum of 74 credits.
- A minimum program grade point average (GPA) of 3.0.
- 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 will read as:

Master of Science in Nursing
Master of Health Administration

Academic Progression Requirements for the MSN/MHA/SM

- Students enrolling in the bridge program must successfully complete the three bridge courses prior to enrolling in NSG 510.
- 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.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- 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.
- A clinical course may not be taken concurrently with any other course. The clinical courses are in this program are NSG 550, HSN 525, HSN 555, HSN 560, HSN 565, HSN 570, HSN 575 and NSG 580.

Minimum Grade Requirements for the MSN/MHA/SM

- All bridge courses must be completed with a grade of C or better. Students who do not pass these courses with a grade of C or better 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 program.
- All graduate level MSN courses must be completed with a grade of 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 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 School of Nursing. Graduate level MSN courses are designated by a prefix of HSN or NSG in the course ID.

- Students must successfully complete NSG 580 with a B- or better. Students have a maximum of three attempts to meet the minimum grade requirement. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program. Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.
- Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/MHA/SM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 44 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 of graduate coursework from their required course of study. Students in the bridge program may waive the 9 undergraduate bridge credits in addition to the 15 credits of graduate 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 for all nursing courses and completed within the past ten (10) years from current program enrollment agreement sign date for all health administration courses with a grade of "B" (3.0) or better.
- The course must be comparable in content, credits, and clinical hours to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions 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 589, HSN 525, HSN 555, HSN 560, HSN 565, HSN 570, HSN 575, NSG 550, NSG 580

Re-entry for the MSN/MHA/SM

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

COLLEGE OF EDUCATION (*Online*)

The College of Education offers graduate level degree and non-degree courses designed for future teachers and current educators. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to "impact student learning one educator at a time." Graduate students may choose to pursue a major in a variety of areas. Graduate non-degree programs include several state-specific certificates/endorsements designed for current educators. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements.

Admission Requirements

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

- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework 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.
 - Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
 - Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

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

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

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

- Full and part-time students enrolled in a college, university or other institution of higher learning in Massachusetts must participate in a school sponsored health insurance plan, or an alternate plan with comparable coverage. All full and part-time students attending a Massachusetts local campus must complete the Student Health Insurance Plan Enrollment/

Acknowledgement form indicating either that they have either enrolled in the University's sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not complete the Enrollment/Acknowledgement form each calendar year may not enroll in further courses until the form has been completed and the student has appropriate health insurance coverage.

Students who begin their studies at campuses located in Hawaii are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

The Hawaii State Department of Health requires that all students attending school at a campus in this state 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.

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 representative 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>.

State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s). www.alsde.edu

Program Purpose

The Master of Arts in Education/Administration and Supervision is a graduate degree program intended to prepare candidates for K-12 school principal licensure. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and an administrative internship above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed school principal. There may be additional qualifications and/or disqualifications applicable in order to work as a principal with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement school leadership practices to produce a positive impact on P-12 student learning.
- Students will be able to evaluate effective professional practice.
- Students will be able to apply professional ethics to their leadership practices.
- Students will be able to evaluate community factors to address the needs of diverse populations.

- Students will be able to evaluate research and synthesize information from multiple sources.

MAED/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

ADMIN 500	0 credits
Orientation to Administration and Supervision	
COM 516.....	1 credit
Professional Communications	
ADMIN 518	3 credits
Leadership and Collaborative Processes	
ADMIN 570	3 credits
Equity, Diversity, and Access in Education	
ADMIN 555	3 credits
School Policy and Law for Principals	
ADMIN 524	3 credits
Supervision of Curriculum, Instruction and Assessment	
ADMIN 591A	1 credit
Principal Internship Part I: Instructional Leadership	
ADMIN 528	3 credits
Administration of Special Programs	
ADMIN 535	3 credits
Business and Facilities Management	
ADMIN 560	3 credits
Human Resources Leadership and Management	
ADMIN 591B ~	1 credit
Principal Internship Part II: Organizational Management	
ADMIN 575	3 credits
Family, Community and Media Relations	
EDD 581	4 credits
Action Research and Evaluation	
ADMIN 565	3 credits
School Improvement Processes	
ADMIN 591C ~	1 credit
Administrative Internship Part III: Professional Practice	

Students must also choose an elective from one of the following:

AET 560.....	3 credits
Facilitating Change	
AET 562.....	3 credits
Social Media for Professional Learning	
CUR 550	3 credits
Engaging in Communities of Practice	
CUR 555	3 credits
Professional Learning for Continuous Improvement	

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.

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

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization. Students in the MAED/ADM (Arizona) who waive courses using an approved certification may exceed the maximum waiver limit for their program.

The following courses in the Required Course of Study may not be waived: ADMIN 591A, ADMIN 591B, ADMIN 591C, COM 516, EDD 581.

Students who waive ADMIN 591A, ADMIN 591B, and ADMIN 591C without credit using a California Commission on Teacher Credentialing approved Administrative Services Preliminary Certificate program will be required to complete AET 562 to satisfy the credit deficiency.

Students who waive ADMIN 591A, ADMIN 591B, and ADMIN 591C without credit using a Hawaii Certification Institute for School Leaders program will be required to complete AET 562 to satisfy the credit deficiency.

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.

The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.

The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

- Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

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.

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.

Re-entry for the MAED/ADM

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative 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>.

Program Purpose

The Master of Arts in Education/Administration and Supervision is a graduate degree program intended to prepare candidates for K-12 school principal licensure. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and an administrative internship above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed school principal. There may be additional qualifications and/or disqualifications applicable in order to work as a principal with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement school leadership practices to produce a positive impact on P-12 student learning.
- Students will be able to evaluate effective professional practice.
- Students will be able to apply professional ethics to their leadership practices.
- Students will be able to evaluate community factors to address the needs of diverse populations.
- Students will be able to evaluate research and synthesize information from multiple sources.

MAED/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

ADMIN 500 0 credits

Orientation to Administration and Supervision

COM 516 1 credit

Professional Communications

ADMIN 518 3 credits

Leadership and Collaborative Processes

ADMIN 570 3 credits

Equity, Diversity, and Access in Education

ADMIN 555.....	3 credits
School Policy and Law for Principals	
ADMIN 524.....	3 credits
Supervision of Curriculum, Instruction and Assessment	
ADMIN 591A	1 credit
Principal Internship Part I: Instructional Leadership	
ADMIN 528.....	3 credits
Administration of Special Programs	
ADMIN 535.....	3 credits
Business and Facilities Management	
ADMIN 560.....	3 credits
Human Resources Leadership and Management	
ADMIN 591B ~.....	1 credit
Principal Internship Part II: Organizational Management	
ADMIN 575.....	3 credits
Family, Community and Media Relations	
EDD 581.....	4 credits
Action Research and Evaluation	
ADMIN 565.....	3 credits
School Improvement Processes	
ADMIN 591C ~	1 credit
Administrative Internship Part III: Professional Practice	

Students must also choose an elective from one of the following:

AET 560	3 credits
Facilitating Change	
AET 562	3 credits
Social Media for Professional Learning	
CUR 550.....	3 credits
Engaging in Communities of Practice	
CUR 555.....	3 credits
Professional Learning for Continuous Improvement	

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.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: ADMIN 591A, ADMIN 591B, ADMIN 591C, COM 516, EDD 581.

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.

The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.

The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

- Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

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.

Re-entry for the MAED/TED-S

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Administration and Supervision (New Mexico)

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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>.

Program Purpose

The Master of Arts in Education/Administration and Supervision is a graduate degree program intended to prepare candidates for K-12 school principal licensure. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and an administrative internship above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed school principal. There may be additional qualifications and/or disqualifications applicable in order to work as a

principal with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement school leadership practices to produce a positive impact on P-12 student learning.
- Students will be able to evaluate effective professional practice.
- Students will be able to apply professional ethics to their leadership practices.
- Students will be able to evaluate community factors to address the needs of diverse populations.
- Students will be able to evaluate research and synthesize information from multiple sources.

MAED/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

ADMIN 500.....	0 credits
Orientation to Administration and Supervision	
COM 516	1 credit
Professional Communications	
ADMIN 518.....	3 credits
Leadership and Collaborative Processes	
ADMIN 570.....	3 credits
Equity, Diversity, and Access in Education	
ADMIN 555.....	3 credits
School Policy and Law for Principals	
ADMIN 524.....	3 credits
Supervision of Curriculum, Instruction and Assessment	
ADMIN 591A	1 credit
Principal Internship Part I: Instructional Leadership	
ADMIN 528.....	3 credits
Administration of Special Programs	
ADMIN 535.....	3 credits
Business and Facilities Management	
ADMIN 560.....	3 credits
Human Resources Leadership and Management	
ADMIN 591B ~.....	1 credit
Principal Internship Part II: Organizational Management	
ADMIN 575.....	3 credits
Family, Community and Media Relations	
EDD 581.....	4 credits
Action Research and Evaluation	
ADMIN 565.....	3 credits
School Improvement Processes	
ADMIN 591C ~	1 credit
Administrative Internship Part III: Professional Practice	
Students must also choose an elective from one of the following:	
AET 560	3 credits
Facilitating Change	
AET 562	3 credits
Social Media for Professional Learning	

CUR 550.....3 credits

Engaging in Communities of Practice

CUR 555.....3 credits

Professional Learning for Continuous Improvement

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.
- New Mexico students must demonstrate passage of content knowledge assessment for Educational Administrator
- 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.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: ADMIN 591A, ADMIN 591B, ADMIN 591C, COM 516, EDD 581.

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.

The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.

The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

- Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

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.

Re-entry for the MAED/ADM

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version.

However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Administration and Supervision (Nevada)

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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>.

Program Purpose

The Master of Arts in Education/Administration and Supervision is a graduate degree program intended to prepare candidates for K-12 school principal licensure. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and an administrative internship above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed school principal. There may be additional qualifications and/or disqualifications applicable in order to work as a principal with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement school leadership practices to produce a positive impact on P-12 student learning.
- Students will be able to evaluate effective professional practice.
- Students will be able to apply professional ethics to their leadership practices.
- Students will be able to evaluate community factors to address the needs of diverse populations.
- Students will be able to evaluate research and synthesize information from multiple sources.

MAED/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

ADMIN 500.....	0 credits
Orientation to Administration and Supervision	
COM 516	1 credit
Professional Communications	
ADMIN 518.....	3 credits
Leadership and Collaborative Processes	
ADMIN 570.....	3 credits
Equity, Diversity, and Access in Education	
ADMIN 555.....	3 credits
School Policy and Law for Principals	
ADMIN 524.....	3 credits
Supervision of Curriculum, Instruction, and Assessment	
ADMIN 591A	1 credit
Principal Internship Part I: Instructional Leadership	

ADMIN 528	3 credits
Administration of Special Programs	
ADMIN 535	3 credits
Business and Facilities Management	
ADMIN 560	3 credits
Human Resources Leadership and Management	
ADMIN 591B ~.....	1 credit
Principal Internship Part II: Organizational Management	
ADMIN 575	3 credits
Family, Community and Media Relations	
EDD 581.....	4 credits
Action Research and Evaluation	
ADMIN 565	3 credits
School Improvement Processes	
ADMIN 591C ~	1 credit
Administrative Internship Part III: Professional Practice	

Students must also choose an elective from one of the following:

AET 560	3 credits
Facilitating Change	
AET 562	3 credits
Social Media for Professional Learning	
CUR 550.....	3 credits
Engaging in Communities of Practice	
CUR 555.....	3 credits
Professional Learning for Continuous Improvement	

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.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: ADMIN 591A, ADMIN 591B, ADMIN 591C, COM 516, EDD 581.

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.

The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.

The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

- Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

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.

Re-entry for the MAED/ADM

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version.

However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork

required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative 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-admin>.

Program Purpose

The Master of Arts in Education/Administration and Supervision is a graduate degree program intended to prepare candidates for K-12 school principal licensure. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and an administrative internship above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed school principal. There may be additional qualifications and/or disqualifications applicable in order to work as a principal with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement school leadership practices to produce a positive impact on P-12 student learning.
- Students will be able to evaluate effective professional practice.
- Students will be able to apply professional ethics to their leadership practices.
- Students will be able to evaluate community factors to address the needs of diverse populations.
- Students will be able to evaluate research and synthesize information from multiple sources.

MAED/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

ADMIN 500	0 credits
Orientation to Administration and Supervision	
COM 516	1 credit
Professional Communications	
ADMIN 518	3 credits
Leadership and Collaborative Processes	
ADMIN 570	3 credits
Equity, Diversity, and Access in Education	
ADMIN 555	3 credits
School Policy and Law for Principals	
ADMIN 524	3 credits
Supervision of Curriculum, Instruction and Assessment	
ADMIN 591A	1 credit
Principal Internship Part I: Instructional Leadership	
ADMIN 528	3 credits
Administration of Special Programs	
ADMIN 535	3 credits
Business and Facilities Management	
ADMIN 560	3 credits
Human Resources Leadership and Management	
ADMIN 591B ~	1 credit
Principal Internship Part II: Organizational Management	
ADMIN 575	3 credits
Family, Community and Media Relations	
EDD 581.....	4 credits
Action Research and Evaluation	
ADMIN 565	3 credits
School Improvement Processes	
ADMIN 591C ~	1 credit
Administrative Internship Part III: Professional Practice	
Students must also choose an elective from one of the following:	
AET 560	3 credits
Facilitating Change	
AET 562	3 credits
Social Media for Professional Learning	
CUR 550.....	3 credits
Engaging in Communities of Practice	
CUR 555.....	3 credits
Professional Learning for Continuous Improvement	

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:

- A cumulative grade point average (GPA) of 3.0 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
 - 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 signature assignments.
- 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.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: ADMIN 591A, ADMIN 591B, ADMIN 591C, COM 516, EDD 581.

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.

The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.

The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

- Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

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 included in the portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Re-entry for the MAED/ADM

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative 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>.

Program Purpose

The Master of Arts in Education/Administration and Supervision is a graduate degree program intended to prepare candidates for K-12 school principal licensure. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and an administrative internship above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed school principal. There may be additional qualifications and/or disqualifications applicable in order to work as a principal with any local, state or federal entity.

Preferred Sequence for the MAED/ADM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

ADMIN 500CA 0 credits
Orientation to California Administration and Supervision

Introductory Course, 1 total credit

COM 516 1 credit
Professional Communications

Administrative Leadership, 3 total credits

ADMIN 520 ~ 1 credit
Leadership II: Organizational and Instructional Leadership
ADMIN 530 ~ 1 credit
Leadership III: School Improvement and Professional Learning
ADMIN 540 ~ 1 credit
Leadership IV: Community

Visionary Leadership, 7 total credits

ADMIN 510 ~ 3 credits
Leadership I: Foundations of Visionary Leadership
ADMIN 550 ~ 4 credits
Leadership V: Assessment of Leadership

Organizational and Instructional Leadership, 12 total credits

ADMIN 521 ~ 3 credits
Business Systems Management
ADMIN 522 ~ 3 credits
School Policy and Law for Principals
ADMIN 523 ~ 3 credits
Cultural Competency and Equity
ADMIN 525 ~ 3 credits
Instructional Leadership

School Improvement and Professional Growth Leadership, 9

total credits

ADMIN 531 ~.....	3 credits
School Improvement Process and Leadership	
ADMIN 532 ~.....	3 credits
Professional Growth Leadership	
ADMIN 533 ~.....	3 credits
Coaching as a Leader	

Community Leadership, 3 total credits

ADMIN 541 ~.....	3 credits
Community Leadership	

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

Additional Admission Requirements for the MAED/ADM

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Five (5) years verified (contracted) full-time teaching experience (40 hours per week) or services experiences in schools in pre-school through grade 12 (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.
- Verification of the following:
 - Current negative TB test or negative chest xray.
- Applicants must possess one of the following California credentials:
 - A valid clear or life California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching
 - A valid clear or life California Designated Subjects Teaching Credential provided the applicant also possesses a baccalaureate degree
 - A valid clear services prerequisite credential, California Pupil Personnel Services Credential, Teacher Librarian Services Credential, Speech-Language Pathology Services Credential, Clinical or Rehabilitative Services Credential, or a School Nurse Services Credential (Clear or Professional Clear level only), requiring a baccalaureate degree and a program of professional preparation, including field practice or the equivalent.

Candidacy Status for the MAED/ADM

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
 - Proof of passing score on the CBEST exam, CSET Multiple subject Plus Writing Skills Examination, or another state approved basic skills exam.

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

Degree Requirements for the MAED/ADM

- Completion of a minimum of 35 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of e-portfolio.
- The Administrative Field Work and Clinical Experience is a minimum of 120 hours and cannot be waived. (Each state's requirement for these hours will vary; candidates must follow the guidelines within their state.)
- Students must document having met all California Administrator Performance Expectations (CAPE) during field work and clinical experience by the end of the MAED/ADM program. These hours are documented on the Field Work and Clinical Experience Record Log.
- 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 courses, grades of "B-" are not accepted. 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 courses: ADMIN 510, ADMIN 520, ADMIN 530, ADMIN 540, ADMIN 550
- 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 and 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 29 graduate level credits at the University.

Students in this program may waive a maximum of 6 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 accredited college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: ADMIN 510, ADMIN 520, ADMIN 530, ADMIN 540, ADMIN 550, ADMN 500CA, COM 516

Field Work and Clinical Experience for the MAED/ADM

Field Work and Clinical Experience Policies

- The Administrative Field Work and Clinical Experience is two-part experience as seen below:
 - Candidates must complete 120 hours of directed field work and clinical experience
 - Candidates must complete individual activities to verify the completion of the Administration Performance Expectations
- Candidates who are removed from a field work and clinical experience 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 Work

Students must document having met all CAPE and CE standards during field experience by the end of the MAED/ADM program. These hours are documented on the Field Work and Clinical Experience Record Log. Beginning with the first course, and throughout the program, candidates are required to complete 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.

Re-entry for the MAED/ADM

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the MAED/ADM

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for Administrative Services Credential). 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 be degree conferred. 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 is required prior to issuance of a Preliminary Administrative Credential. Those students who do not have an offer of employment in an administrative position may apply for a Certificate of Eligibility to seek employment.

Master of Arts in Education/Administration and Supervision (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 representative 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>.

Program Purpose

The Master of Arts in Education/Administration and Supervision is a graduate degree program intended to prepare candidates for K-12 school principal licensure. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and an administrative internship above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed school principal. There may be additional qualifications and/or disqualifications applicable in order to work as a

principal with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement school leadership practices to produce a positive impact on P-12 student learning.
- Students will be able to evaluate effective professional practice.
- Students will be able to apply professional ethics to their leadership practices.
- Students will be able to evaluate community factors to address the needs of diverse populations.
- Students will be able to evaluate research and synthesize information from multiple sources.

MAED/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

ADMIN 500	0 credits
Orientation to Administration and Supervision	
COM 516	1 credit
Professional Communications	
ADMIN 518	3 credits
Leadership and Collaborative Processes	
ADMIN 570	3 credits
Equity, Diversity, and Access in Education	
ADMIN 555	3 credits
School Policy and Law for Principals	
ADMIN 524	3 credits
Supervision of Curriculum, Instruction and Assessment	
ADMIN 596A	1 credit
Principal Internship Part I: Instructional Leadership	
ADMIN 528	3 credits
Administration of Special Programs	
ADMIN 535	3 credits
Business and Facilities Management	
ADMIN 560	3 credits
Human Resources Leadership and Management	
ADMIN 596B ~	1 credit
Principal Internship Part II: Organizational Management	
ADMIN 575	3 credits
Family, Community and Media Relations	
EDD 581	4 credits
Action Research and Evaluation	
ADMIN 565	3 credits
School Improvement Processes	
ADMIN 596C ~	1 credit
Principal Internship Part III: Professional Practice	
Students must also choose an elective from one of the following:	
AET 560.....	3 credits
Facilitating Change	
AET 562.....	3 credits
Social Media for Professional Learning	

CUR 550 3 credits

Engaging in Communities of Practice

CUR 555 3 credits

Professional Learning for Continuous Improvement

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.

- Candidates must include a current copy of a teaching certificate and two (2) years of creditable teaching experience as a classroom teacher of record verified by the candidate's service record from school or district.
- Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/ADM

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
 - Successful completion of the Oral Language Proficiency Assessment.

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

Degree Completion Requirements for the MAED/ADM

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of e-portfolio.
- Completion of Field Experience Observation Record.
- Candidates must pass their state-mandated administrator exam, if required.

- Satisfactory completion of any required internship and/or practicum courses with a grade of "B" or better.
- Verification of completion of six (6) or more clock hours of content test preparation which is not embedded in other curriculum. This may be in the form of CEU or for-credit preparation.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as:
Master of Arts in Education

Administration and Supervision

Residency Requirements and Course Waivers for the MAED/ADM

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University.

Students in this program may waive a maximum of 6 credits from their required course of study.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: ADMIN 596A, ADMIN 596B, ADMIN 596C, COM 516, EDD 581.

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.

The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.

The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

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

- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Minimum Grade Requirement for the MAED/ADM

- A candidate must earn a grade of "B" (3.0) or better in the following practicum/internship courses, (grades of "B-" are not accepted): ADMIN 596A, ADMIN 596B, ADMIN 596C. Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum/internship courses.
- Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.
- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

Institutional Recommendation for the MAED/ADM

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for principal certification).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Internship Policies for MAED/ADM

- The Administrative Internship is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship. Candidates must follow the guidelines in place at their campus.
- Candidates must take the internship courses concurrently with the internship experience. If a candidate chooses to postpone the internship, he/she must postpone their enrollment in the internship courses.
- Candidates must pass each Administrative Internship course with a grade of "B" or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of 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.

Re-entry for the MAED/ADM

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version.

However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork

required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative 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>.

Program Purpose

The Master of Arts in Education/Adult Education and Training is a graduate degree program intended for students interested in working with adult learners in an educational or training environment. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as an advanced degree.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement instructional practices to produce a positive impact on adult learning.

- Students will be able to understand the process of organizational change and how to communicate effectively to stakeholders.
- Students will be able to evaluate the educational and training needs of an organization.
- Students will be able to create innovative strategies and incorporate technology in adult education and training programs.

Program Requirements for the MAED/AET

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 520	3 credits
Organizational Communication for Adult Education and Training	
AET 500	3 credits
Foundations of Adult Learning Theory	
AET 508	3 credits
Community-Based Education	
CUR 516 ~.....	4 credits
Curriculum Theory and Instructional Design	
CUR 518 ~.....	3 credits
Multicultural Strategies for the Adult Learner	
CUR 528 ~.....	3 credits
Assessment of Learning	
CUR 532 ~.....	3 credits
Facilitating Online Learning	
AET 552.....	3 credits
Marketing Adult Education	
AET 560.....	3 credits
Facilitating Change	
AET 562.....	3 credits
Social Media for Professional Learning	
AET 570 ~	3 credits
Program Development in Adult Education	

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.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/AET

- The completion of a minimum of 34 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read:
Master of Arts in Education Adult Education and Training

Residency Requirements and Course Waivers for the MAED/

AET

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of prior graduate level coursework.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

Any student in MAED/TED-Elementary, MAED/TED-Secondary, or MAED-Special Education who have completed a minimum of 12 credits, and for whom Candidacy Level II status equals 2N, is eligible to enter the MAED/AET program using the following course waivers:

Program	Courses Waived	Using Courses
MAED/TED-E	AET 500 (3 credits) CUR 516 (4 credits) CUR 528 (3 credits) Total credits: 10	MTE 501 (2 credits) MTE 508 (3 credits) MTE 562 (3 credits) Total credits: 8
MAED/TED-S	AET 500 (3 credits) CUR 516 (4 credits) CUR 528 (3 credits) Total credits: 10	MTE 501 (2 credits) SEC 508 (3 credits) MTE 562 (3 credits) Total credits: 8
MAED/SPE	CUR 516 (4 credits)	MTE 508 (3 credits) and SPE 511 (3 credits) -or- SPE 578 (3 credits) and SPE 546 (3 credits)

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

Re-entry for the MAED/AET

Any student who has been out of attendance for more than 365

days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative 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>.

State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s).

www.alsde.edu

Program Purpose

The Master of Arts in Education/Elementary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in elementary education.
- Students will be able to apply professional ethics to their instructional practices in elementary education.
- Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Students will be able to create innovative strategies and incorporate technology in an elementary classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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

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

Georgia and Illinois students will take MTE 583 in place of ELM 598 and ELM 599.

MTE 583 ~ 8 credits
Student Teaching

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

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Additional Elementary Admission Requirements for Michigan:

- Students enrolled in the MAED/TED-E program and residing in the state of Michigan must provide a transcripted verification of a minimum of 30 semester credit hours in one of the content areas appropriate to elementary education prior to admission to the University.
- Appropriate content areas are:
 - English/Language Arts
 - Math
 - Science
 - Social Studies

Candidacy Status for the MAED/TED-E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
 - Demonstration of basic skills proficiency
 - Verification of fingerprint clearance

Georgia residents attending Online and Local Campus students with enrollment agreements signed 3/1/2015 or thereafter seeking a Georgia certificate:

Additional Candidacy Level II Requirements:

- Obtain a Georgia Pre-service Certificate. The steps to qualify for this certificate include:
 - Completion of GACE Educator Ethics Assessment-Program Entry Assessment (350)
 - Signed Pre-service certification application
 - Signed and notarized Verification of Lawful Presence (VLP) Affidavit
 - Completed Background Check Form

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

Degree Completion Requirements for the MAED/TED-E

- Completion of a minimum of 44 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.

- Georgia residents attending Online and Local Campus students who complete field experience, student teaching, and apply for state certification 9/1/2015 or thereafter must complete:
 - Teacher Performance Assessment
 - GACE Educator Ethics Exit Exam (360)

- 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. Georgia and Illinois students only: MTE 583.
- 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.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an offi-

cial transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514. Georgia and Illinois students only: COM 516, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514, MTE 583.

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. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501 MTE 506, MTE 518
MAED/TED-S	MTE 501, MTE 506, SEC 508
MAED/TED-E CA	MTE 501CA, MTE 506CA, MTE 518CA
MAED/TED-S CA	MTE 501, MTE 506, SEC 508CA

Candidates who have completed Post-Baccalaureate Teacher Certification program (Post-Bacc) from Rio Salado Community College are eligible to apply completed coursework from the Post-Bacc program to fulfill requirements within this program. Course waivers will only be granted to students who have completed the Post-Bacc program in its entirety. Single courses from the Post-Bacc program will not be approved.

Students who waive courses using the Post-Bacc Course Waiver policy may exceed the maximum waiver limit for their program and will be eligible to waive select non-waivable courses as outlined on the Post-Bacc Teacher Certification Course Waiver Form. Following application of the Post-Bacc course waivers, candidates will fulfill Candidacy 2 and all academic progression requirements. Candidates will not be required to complete and/or provide the following:

- Fingerprint clearance
- Basic Skills proficiency
- Completion and uploading of the Teacher Work Sample (TWS)
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- 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.

Field Experience for the MAED/TED-E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field

experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-E

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

Arizona Teacher candidates enrolled in the MAED/TED-E program will be issued an Elementary certificate in grades 1-8. Teacher candidates in the MAED/TED-E program will not be eligible to student teach in Kindergarten and will not be issued an Institutional Recommendation (IR) as the Arizona Department of Education will no longer recognize Kindergarten experience for certification in Elementary education.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching

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

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TED-E

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

Arizona Teaching Intern Certificate Program

The requirements for initial issuance of the teaching intern certificate are:

- A Bachelor's degree or higher from an accredited institution
- A passing score on one or more subject knowledge portions of the Arizona Teacher Proficiency Assessment that corresponds to the applicant's teaching assignment(s)
- Completion of the requirements for a Provisional Structured English Immersion endorsement as prescribed in R7-2-613(J)
- A valid fingerprint clearance card issued by the Arizona Department of Public Safety

Re-entry for the MAED/TED-E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative 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>.

State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s). www.alsde.edu

Program Purpose

The Master of Arts in Education/Secondary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become secondary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the

student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the secondary classroom to produce a positive impact on student learning.
- Students will be able evaluate effective professional practice in secondary education.
- Students will be able apply professional ethics to their instructional practices in secondary education.
- Students will be able evaluate learning principles to differentiate instruction to meet the needs of diverse secondary student populations.
- Students will be able create innovative strategies and incorporate technology in a secondary classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credits
Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits

SEC 508 ~ 3 credits
Models, Theories and Strategies for Secondary Education

MTE 523 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ 2 credits
Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~ 3 credits
Assessment and Evaluation

Secondary Reading, 3 total credits

RDG 542 ~ 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Secondary Methods, 3 total credits

MTE 559 3 credits

Curriculum Constructs and Assessment: Secondary Methods

SEI 500 3 credits

Structured English Immersion

Secondary Elective, 3 total credits

SEI 503 3 credits

Advanced Structured English Immersion Methods

Special Populations, 2 total credits

SPE 514 2 credits

Survey of Special Populations

Student Teaching & Field Experience, 8 total credits

SEC 598 4 credits

Secondary Student Teaching Part A

SEC 599 ~ 4 credits

Secondary Student Teaching Part B

Georgia and Illinois students will take SEC 596 in place of SEC 598 and SEC 599

SEC 596 ~ 8 credits

Student Teaching

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 in the MAED/TED-S program residing in Tennessee and attending UOPX online must have an undergraduate degree in a secondary endorsement area as recognized by the Tennessee State Board of Education. Endorsement areas designated as Pre-K-12 or K-12 are not eligible for enrollment.
- 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 Iowa:

- To be admitted, students must provide transcribed verification of a minimum of 24 semester credit hours in their secondary content area.

Additional Secondary Admission Requirements for Michigan:

- Students enrolled in the MAED/TED-S program and residing in the state of Michigan must provide a transcribed verification of a minimum of 30 semester credit hours in their secondary content area prior to admission to the University.

Candidacy Status for the MAED/TED-S

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
 - Demonstration of basic skills proficiency
 - Verification of fingerprint clearance

Georgia residents attending Online and Local Campus students with enrollment agreements signed 3/1/2015 or thereafter seeking a Georgia certificate:

Additional Candidacy Level II Requirements:

- Obtain a Georgia Pre-service Certificate. The steps to qualify for this certificate include:
 - Completion of GACE Educator Ethics Assessment-Program Entry Assessment (350)
 - Signed Pre-service certification application
 - Signed and notarized Verification of Lawful Presence (VLP) Affidavit
 - Completed Background Check Form

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.
- Georgia residents attending Online and Local Campus students who complete field experience, student teaching, and apply for state certification 9/1/2015 or thereafter must complete:
 - Teacher Performance Assessment
 - GACE Educator Ethics Exit Exam (360)
- The diploma awarded for this program will read as:
Master of Arts in Education
Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Verification of the completion of 100 hours of field experience.

- Students residing in Iowa must provide verification of the completion of any outstanding credits as indicated in the admissions requirements prior to student teaching.

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-S

- A candidate must earn a grade of "B" (grades of "I" or "B-" are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 599. Georgia and Illinois students only: SEC 596.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/TED-S

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

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

Students in this program may waive a maximum of 6 credits from their required course of study.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assess-

ment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 559, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514. Georgia and Illinois students only: COM 516, MTE 507, MTE 523, MTE 559, RDG 542, SEC 508, SPE 514, SEC 596.

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. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501, MTE 506, MTE 518
MAED/TED-S	MTE 501 MTE 506, SEC 508

Candidates who have completed Post-Baccalaureate Teacher Certification program (Post-Bacc) from Rio Salado Community College are eligible to apply completed coursework from the Post-Bacc program to fulfill requirements within this program. Course waivers will only be granted to students who have completed the Post-Bacc program in its entirety. Single courses from the Post-Bacc program will not be approved.

Students who waive courses using the Post-Bacc Course Waiver policy may exceed the maximum waiver limit for their program and will be eligible to waive select non-waivable courses as outlined on the Post-Bacc Teacher Certification Course Waiver Form.

Following application of the Post-Bacc course waivers, candidates will fulfill Candidacy 2 and all academic progression requirements. Candidates will not be required to complete and/or provide the following:

- Fingerprint clearance
- Basic Skills proficiency
- Completion and uploading of the Teacher Work Sample (TWS)
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- 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.

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

Re-entry for the MAED/TED-S

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative 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>.

Program Purpose

The Master of Arts in Education/Elementary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in elementary education.
- Students will be able to apply professional ethics to their instructional practices in elementary education.
- Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Students will be able to create innovative strategies and incorporate technology in an elementary classroom setting.

Program Category Requirements and Courses Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientations, 0 total credits

MTE 507 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credit
Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ 2 credits

The Art and Science of Teaching

Educational Theories and Models, 6 total credits

MTE 518 ~ 3 credits

Models, Theories and Instructional Strategies

MTE 522 3 credits

Maintaining an Effective Learning Climate

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 Studies

- Business*

- Health*

- Information Technology*

- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
 - Demonstration of basic skills proficiency.
 - Verification of fingerprint clearance.

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

Academic Progression Requirements for the MAED/TED-E

Candidates must provide verification of the following prior to beginning their student teaching experience:

- Immunization or TB test results (district specific).
 - Content knowledge mastery prior to student teaching.
 - Verification of the completion of 200 hours of field experience
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-E

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: ELM 598, ELM 599
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Degree Completion Requirements for the MAED/TED-E

- Completion of a minimum of 44 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (200 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates 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.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study

upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

- Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501, MTE 506, MTE 518
MAED/TED-S	MTE 501, MTE 506, SEC 508

Field Experience for the MAED/TED-E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 200 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Formal field experience evaluations are required during the program (including observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-E

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.

- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Re-entry for the MAED/TED-E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative 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>.

Program Purpose

The Master of Arts in Education/Secondary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become secondary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the secondary classroom to produce a positive impact on student learning.
- Students will be able evaluate effective professional practice in secondary education.
- Students will be able apply professional ethics to their instructional practices in secondary education.
- Students will be able evaluate learning principles to differentiate instruction to meet the needs of diverse secondary student populations.
- Students will be able create innovative strategies and incorporate technology in a secondary classroom setting.

Program Category Requirements and Courses Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credit

Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ 2 credits

The Art and Science of Teaching

Educational Theories and Models, 6 total credits

SEC 508 ~ 3 credits

Models, Theories and Strategies for Secondary Education

MTE 523..... 3 credits

Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ 2 credits

Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~ 3 credits

Assessment and Evaluation

Secondary Reading, 6 total credits

RDG 500 3 credits

Scientifically Based Reading Instruction

RDG 542 ~ 3 credits

Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits

MTE 553..... 3 credits

Instruction and Assessment of English Language Learners

SPE 514 2 credits

Survey of Special Populations

Secondary Methods and Assessment, 3 total credits

Students must choose one of the following courses:

MTE 564..... 3 credits

Curriculum Constructs and Assessment: Secondary Math

MTE 566..... 3 credits

Curriculum Constructs & Assessment: Secondary English/Language Arts

MTE 567..... 3 credits

Curriculum Constructs & Assessment: Secondary History/Social Science

MTE 569..... 3 credits

Curriculum Constructs and Assessment: Secondary Science

MTE 580..... 3 credits

Curriculum Constructs and Assessment: Secondary Business & Marketing

Student Teaching, 8 total credits

SEC 598 ~ 4 credits

Secondary Student Teaching Part A

SEC 599 ~ 4 credits

Secondary Student Teaching Part B

The University reserves the right to modify the Required Course of Study.

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

- Majors: Colorado State Department of Education guidelines determine specific major requirements. Candidates for the Secondary Teacher Education program must have a major in one of the following areas:

- Business
- Information Technology
- English/Language Arts
- Mathematics
- Science
- Social Studies/History/Political Science

- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
 - Demonstration of basic skills proficiency.
 - Verification of fingerprint clearance.

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

Academic Progression Requirements for the MAED/TED-S

Candidates must provide verification of the following prior to beginning their student teaching experience:

- Immunization or TB test results (district specific).
 - Content knowledge mastery prior to student teaching.
 - Verification of the completion of 200 hours of field experience
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-S

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SEC 598, SEC 599

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

Degree Completion Requirements for the MAED/TED-S

- Completion of a minimum of 36 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (200 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as:
Master of Arts in Education
Secondary Teacher Education

Institutional Recommendation for the MAED/TED-S

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

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

Students in this program may waive a maximum of 6 credits from their required course of study.

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

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 564, MTE 566, MTE 567, MTE 569, MTE 580, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

- Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501, MTE 506, MTE 518
MAED/TED-S	MTE 501, MTE 506, SEC 508

Field Experience for the MAED/TED-S

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 200 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Formal field experience evaluations are required during the program (including observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-S

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.

- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Re-entry for the MAED/TED-S

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Elementary Teacher Education (New Mexico)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the

Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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>.

Program Purpose

The Master of Arts in Education/Elementary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in elementary education.
- Students will be able to apply professional ethics to their instructional practices in elementary education.

- Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Students will be able to create innovative strategies and incorporate technology in an elementary classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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

Human Development, 2 total credits

MTE 506 ~ 2 credits
Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~ 3 credits
Assessment and Evaluation

Reading, 6 total credits

RDG 537 ~ 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts
MTE 529 2 credits
Reading and Phonological Theory

Special Populations, 5 total credits

MTE 553 3 credits
Instruction and Assessment of English Language Learners
SPE 514 2 credits
Survey of Special Populations

Elementary Methods and Assessment, 10 total credits

MTE 531 2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 533 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 537 2 credits
Curriculum Constructs & Assessment: Physical Education and Health

Student Teaching & Field Experience, 8 total credits

ELM 598 ~ 4 credits
Elementary Student Teaching Part A
ELM 599 ~ 4 credits
Elementary Student Teaching Part B

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

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

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.
 - Students must pass the Essential Academic Skills (subtest I, II, and III) provided by National Evaluation Systems at the cut scores determined by the national benchmark.
 - Essential Academic Skills Subtest I: Reading - 220
 - Essential Academic Skills Subtest II: Writing - 220
 - Essential Academic Skills Subtest III: Mathematics - 220
 - Verification of fingerprint clearance

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

Degree Completion Requirements for the MAED/TED-E

- Completion of a minimum of 43 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.

- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as:
Master of Arts in Education
Elementary Teacher Education

Academic Progression Requirements for the MAED/TED-E

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing score(s) on the state content knowledge exam(s).
- 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 "T" 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.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501, MTE 506, MTE 518
MAED/TED-S	MTE 501 MTE 506, SEC 508

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 state and U.S. Constitution coursework as required by the state certification agency.

Re-entry for the MAED/TED-E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching,

internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative 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>.

Program Purpose

The Master of Arts in Education/Secondary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become secondary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal

entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the secondary classroom to produce a positive impact on student learning.
- Students will be able evaluate effective professional practice in secondary education.
- Students will be able apply professional ethics to their instructional practices in secondary education.
- Students will be able evaluate learning principles to differentiate instruction to meet the needs of diverse secondary student populations.
- Students will be able create innovative strategies and incorporate technology in a secondary classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credit
Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits

SEC 508 ~ 3 credits
Models, Theories and Strategies for Secondary Education

MTE 523 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ 2 credits
Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~ 3 credits
Assessment and Evaluation

Secondary Reading, 3 total credits

RDG 542 ~ 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits

MTE 553 3 credits
Instruction and Assessment of English Language Learners
SPE 514 2 credits
Survey of Special Populations

Secondary Methods and Assessment, 3 total credits

MTE 559 3 credits
Curriculum Constructs and Assessment: Secondary Methods

Secondary Elective, 3 total credits

MTE 556 3 credits
Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools

MTE 557 3 credits
Language Development for Secondary Settings

MAT 504 3 credits
Adolescent Psychology

MAT 538 3 credits
Middle School Foundations and Philosophy

CMP 521 3 credits
Using Computers in Education

Student Teaching & Field Experience, 8 total credits

SEC 598 ~ 4 credits
Secondary Student Teaching Part A

SEC 599 ~ 4 credits
Secondary Student Teaching Part B

The University reserves the right to modify the Required Course of Study.

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-S

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
- Students must pass the Essential Academic Skills (subtest I, II, and III) provided by National Evaluation Systems at the cut scores determined by the national benchmark.

Essential Academic Skills Subtest I: Reading - 220

Essential Academic Skills Subtest II: Writing - 220

Essential Academic Skills Subtest III: Mathematics - 220

- 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 score(s) on the state content knowledge exam(s).
- Verification of the completion of 100 hours of field experience. Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-S

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 599
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

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

Students in this program may waive a maximum of 6 credits from their required course of study.

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

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.

- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

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

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE, MTE 506, MTE 518
MAED/TED-S	MTE 501 MTE 506, SEC 508

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.

Re-entry for the MAED/TED-S

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Elementary Teacher Education (Hawaii)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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.

Program Purpose

The Master of Arts in Education/Elementary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in elementary education.
- Students will be able to apply professional ethics to their instructional practices in elementary education.
- Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Students will be able to create innovative strategies and incorporate technology in an elementary classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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

Human Development, 2 total credits

MTE 506 ~ 2 credits

Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~ 3 credits

Assessment and Evaluation

Reading, 4 total credits

RDG 537 ~ 4 credits

Curriculum Constructs & Assessment: Reading and Language Arts

Special Populations, 5 total credits

MTE 553 3 credits

Instruction and Assessment of English Language Learners

SPE 514 2 credits

Survey of Special Populations

Elementary Methods and Assessment, 10 total credits

MTE 531 2 credits

Curriculum Constructs & Assessment: History and Social Science

MTE 533 4 credits

Curriculum Constructs & Assessment: Science and Mathematics

MTE 534 2 credits

Curriculum Constructs & Assessment: Visual and Performing Arts

MTE 537 2 credits

Curriculum Constructs & Assessment: Physical Education and Health

Student Teaching & Field Experience, 8 total credits

ELM 598 ~ 4 credits

Elementary Student Teaching Part A

ELM 599 ~ 4 credits

Elementary Student Teaching Part B

The University reserves the right to modify the Required Course of Study.

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
 - Demonstration of basic skills proficiency
 - Verification of fingerprint clearance

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

Degree Completion Requirements for the MAED/TED-E

- Completion of a minimum of 41 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as:
Master of Arts in Education
Elementary Teacher Education

Academic Progression Requirements for the MAED/TED-E

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-E

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: ELM 598 and ELM 599.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/TED-E

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

- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Residency Requirements and Course Waivers for the MAED/TED-E

Students in this program may waive a maximum of 6 credits from their required course of study.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501, MTE 506, MTE 518
MAED/TED-S	MTE 501 MTE 506, SEC 508

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 eval-

urations 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.

Re-entry for the MAED/TED-E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version.

However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative 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>.

Program Purpose

The Master of Arts in Education/Secondary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become secondary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the secondary classroom to produce a positive impact on student learning.
- Students will be able evaluate effective professional practice in secondary education.
- Students will be able apply professional ethics to their instructional practices in secondary education.
- Students will be able evaluate learning principles to differentiate instruction to meet the needs of diverse secondary student populations.
- Students will be able create innovative strategies and incorporate technology in a secondary classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507.....	0 credits
Orientation to Teacher Education	
Introductory Course, 1 total credit	

COM 516	1 credit
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Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~	2 credits
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The Art and Science of Teaching

Educational Theories and Models, 6 total credits

SEC 508 ~	3 credits
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Models, Theories and Instructional Strategies for Secondary Education

MTE 523	3 credits
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Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~	2 credits
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Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~	3 credits
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Assessment and Evaluation

Secondary Reading, 3 total credits

RDG 542 ~	3 credits
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Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits

MTE 553	3 credits
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Instruction and Assessment of English Language Learners

SPE 514	2 credits
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Survey of Special Populations

Secondary Methods and Assessment, 3 total credits

MTE 564	3 credits
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Curriculum Constructs and Assessment: Secondary Math

MTE 566	3 credits
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Curriculum Constructs & Assessment: Secondary English/Language Arts

MTE 567	3 credits
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Curriculum Constructs & Assessment: Secondary History/Social Science

MTE 569	3 credits
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Curriculum Constructs & Assessment: Secondary Science

Secondary Elective, 3 total credits

MTE 556	3 credits
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Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools

MTE 557	3 credits
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Language Development for Secondary Settings

MAT 504	3 credits
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Adolescent Psychology

MAT 538	3 credits
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Middle School Foundations and Philosophy

CMP 521	3 credits
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Using Computers in Education

Student Teaching & Field Experience, 8 total credits

SEC 598 ~	4 credits
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Secondary Student Teaching Part A

SEC 599 ~	4 credits
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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.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/TED-S

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

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

Students in this program may waive a maximum of 6 credits from their required course of study.

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

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 564, MTE 566, MTE 567, MTE 569, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514 Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501, MTE 506, MTE 518
MAED/TED-S	MTE 501, MTE 506, SEC 508

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.

Re-entry for the MAED/TED-S

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since

a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative 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>.

Program Purpose

The Master of Arts in Education/Elementary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure

requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in elementary education.
- Students will be able to apply professional ethics to their instructional practices in elementary education.
- Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Students will be able to create innovative strategies and incorporate technology in an elementary classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507CA 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credit
Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits

MTE 518CA ~ 3 credits
Models, Theories, and Instructional Strategies

MTE 522CA 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ 2 credits
Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~ 3 credits
Assessment and Evaluation

Reading, 4 total credits

RDG 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.
- TB test results (District specific)
- Verification of Certificate of Clearance

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, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
- 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.

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.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 590, ELM 595, MTE 507CA, MTE 518CA, MTE 522CA, MTE 533CA, RDG 537CA, SPE 514CA.

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501, MTE 501CA, MTE 506, MTE 506CA, MTE 518, MTE 518CA
MAED/TED-S	MTE 501, MTE 506, SEC 508, SEC 508CA

Field Experience for the MAED/TED-E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-E

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

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.

- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and pass CalTPA tasks 3 and 4.
- California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
- Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.
- Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

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

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TED-E

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

- Candidates completing the California approved MAED/TED-E or S program must provide verification of current CPR certification prior to being recommended for their credential.
- Candidates must provide verification of U.S. Constitution coursework (with a grade of "C" or better), or exam as required by the state certification agency.

California Teaching Performance Assessment Policy

- Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
- Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to retake TPA 001 or TPA 002 courses if they have failed the corresponding assessment two times. This retake must be completed prior to the third attempt.
- Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.
- Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considered passing scores.
- Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.
TPA 1 and TPA2 = 3 attempts
TPA 3 and TPA4 = 2 attempts
- Students who transfer into MAED/TEDCA E or S and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

California Intern Credential

Candidates in California may qualify for an intern credential in California while enrolled in the MAED/TED program. The California Commission has identified specific requirements for intern qualification.

- Candidates who qualify as an elementary or secondary intern must meet the requirements noted below and sign an intern checklist.
- Candidates who are seeking an Internship must also be advised of the Early Completion Option.
- Candidates must provide verification of each of the following requirements:
 - Passing score on CBEST, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
 - Passing score on appropriate CSET for intern placement
 - Completion of a Bachelors degree from a regionally accredited institution
 - Letter of Intent to Hire

- Completion of 30 hours Field Experience with diverse students
- Certificate of Clearance
- 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)
- Negative TB results or negative chest x-ray
- Completion of the following coursework: **Multiple Subject:** MTE 506CA; MTE 518CA; ELL 500; SPE 514CA; RDG 537CA; **MTE 522CA Single Subject:** MTE 506CA; SEC 508CA; ELL 500; SPE 514CA; RDG 542CA; MTE 523CA
- If an intern candidate is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.
- Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.
- Candidates must be continuously enrolled to maintain their Internship Credential. Candidates who fail to be continuously enrolled or are dismissed or removed from their Internship will have their Internship Credential revoked and returned to the state with notification to their hiring district.

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.

Re-entry for the MAED/TED-E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative 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>.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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.
- Candidates must pass their state-mandated professional knowledge exam.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as:
Master of Arts in Education
Teacher Education - Middle Level Generalist

Academic Progression Requirements for the MAED/TEDMG

Candidates must provide verification of content knowledge mastery prior to beginning their student teaching experience. Candidates must provide:

- Verification of completion of six (6) or more clock hours of content test preparation which is not embedded in other curriculum. This may be in the form of CEU or for-credit preparation.
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Some schools/districts may require candidates to provide verification of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.

- Verification of the completion of 100 hours of field experience Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TEDMG

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: MTE 586, MTE 587

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

Residency Requirements and Course Waivers for the MAED/TEDMG

- Students in this program may waive a maximum of 6 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
 - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
 - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 518, MTE 523, MTE 533, MTE 586, MTE 587, RDG 532, SPE 514

Field Experience for the MAED/TEDMG

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of development levels from birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TEDMG

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

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either a middle level generalist, middle level (content specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing, can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

- Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
 - Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
 - Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TEDMG

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

Re-entry for the MAED/TEDMG

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Teacher Education Middle Level Mathematics (Texas)

The following Master of Arts in Education/Teacher Education Middle Level Mathematics (MAED/TEDMM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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 Uni-

versity 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>.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credit
Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits

MTE 518 ~ 3 credits
Models, Theories, and Instructional Strategies
MTE 523 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ 2 credits
Child and Adolescent Development

Reading, 4 total credits

RDG 532 ~ 4 credits
Curriculum Constructs and Assessment: English Language Arts and Reading 4-8

Special Populations, 5 total credits

MTE 553 3 credits
Instruction and Assessment of English Language Learners
SPE 514 2 credits
Survey of Special Populations

Methods and Assessment, 7 total credits

MTE 533 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 562 ~ 3 credits
Assessment and Evaluation

Middle Level Elective, 3 total credits

MTE 564 3 credits
Curriculum Constructs and Assessment: Secondary Math

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 IS3 and the student's eXp file.
 - Demonstration of basic skills proficiency
 - Verification of fingerprint clearance
 - Successful completion of the Oral Language Proficiency Assessment.

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

Degree Completion Requirements for the MAED/TEDMM

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.

- Completion of e-portfolio.
- Candidates must pass their state-mandated professional knowledge exam.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as:
Master of Arts in Education
Teacher Education - Middle Level Mathematics

Academic Progression Requirements for the MAED/TEDMM

Candidates must provide verification of content knowledge mastery prior to beginning their student teaching experience. Candidates must provide:

- Verification of completion of six (6) or more clock hours of content test preparation which is not embedded in other curriculum. This may be in the form of CEU or for-credit preparation.
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Some schools/districts may require candidates to provide verification of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.
- Verification of the completion of 100 hours of field experience Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TEDMM

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: MTE 586, MTE 587
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/TEDMM

- Students in this program may waive a maximum of 6 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
 - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
 - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 518, MTE 523, MTE 533, MTE 564, MTE 586, MTE 587, RDG 532, SPE 514

Field Experience for the MAED/TEDMM

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of development levels from birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TEDMM

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.

- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either a middle level generalist, middle level (content specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing, can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

- Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
 - Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
 - Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TEDMM

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

Re-entry for the MAED/TEDMM

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must

complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Teacher Education Middle Level Science (Texas)

The following Master of Arts in Education/Teacher Education Middle Level Science (MAED/TEDMS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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>.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credit
Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ 2 credits

The Art and Science of Teaching

Educational Theories and Models, 6 total credits

MTE 518 ~ 3 credits

Models, Theories, and Instructional Strategies

MTE 523 3 credits

Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ 2 credits

Child and Adolescent Development

Reading, 4 total credits

RDG 532 ~ 4 credits

Curriculum Constructs and Assessment: English Language Arts and Reading 4-8

Special Populations, 5 total credits

MTE 553 3 credits

Instruction and Assessment of English Language Learners

SPE 514 2 credits

Survey of Special Populations

Methods and Assessment, 7 total credits

MTE 533 4 credits

Curriculum Constructs & Assessment: Science and Mathematics

MTE 562 ~ 3 credits

Assessment and Evaluation

Middle Level Elective, 3 total credits

MTE 569 3 credits

Curriculum Constructs and Assessment: Secondary Science

Student Teaching, 8 total credits

MTE 586 4 credits

Student Teaching Part A

MTE 587 ~ 4 credits

Student Teaching Part B

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

Additional Admission Requirements for the MAED/TEDMS

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

- Students in the MAED/TEDMS-Middle Level Science program must have preparation in the Science field by verification of at least 24 semester hours. Of those 24 semester hours, 12 semester hours must be at the upper division level.
- Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.

Candidacy Status for the MAED/TEDMS

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
 - Demonstration of basic skills proficiency
 - Verification of fingerprint clearance
 - Successful completion of the Oral Language Proficiency Assessment.

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

Degree Completion Requirements for the MAED/TEDMS

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- Candidates must pass their state-mandated professional knowledge exam.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as:
Master of Arts in Education
Teacher Education - Middle Level Science

Academic Progression Requirements for the MAED/TEDMS

Candidates must provide verification of content knowledge mastery prior to beginning their student teaching experience. Candidates must provide:

- Verification of completion of six (6) or more clock hours of content test preparation which is not embedded in other curriculum. This may be in the form of CEU or for-credit preparation.
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)

- Some schools/districts may require candidates to provide verification of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.
- Verification of the completion of 100 hours of field experience Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TEDMS

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: MTE 586, MTE 587
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/TEDMS

- Students in this program may waive a maximum of 6 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
 - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
 - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 518, MTE 523, MTE 533, MTE 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 evalua-

tions must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TEDMS

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either a middle level generalist, middle level (content specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing, can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

- Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TEDMS

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

Re-entry for the MAED/TEDMS

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Teacher Education Secondary Mathematics (Texas)

The following Master of Arts in Education/Teacher Education Secondary Mathematics (MAED/TEDSM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your

enrollment representative for more information.

The Master of Arts in Education/Teacher Education Secondary Mathematics (MAED/TEDSM) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDSM program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator's responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student's professional portfolio. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/maed-tedsm>.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credit
Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits

SEC 508 ~ 3 credits
Models, Theories and Strategies for Secondary Education

MTE 523 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ 2 credits
Child and Adolescent Development

Reading, 3 total credits

RDG 542 ~ 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits

MTE 553 3 credits
Instruction and Assessment of English Language Learners
SPE 514 2 credits
Survey of Special Populations

Methods and Assessment, 6 total credits

MTE 562 ~ 3 credits
Assessment and Evaluation

MTE 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.
- Candidates must pass their state-mandated professional knowledge exam.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as:
Master of Arts in Education
Teacher Education - Secondary Mathematics

Academic Progression Requirements for the MAED/TEDSM

Candidates must provide verification of content knowledge mastery prior to beginning their student teaching experience. Candidates must provide:

- Verification of completion of six (6) or more clock hours of content test preparation which is not embedded in other curriculum. This may be in the form of CEU or for-credit preparation.
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Some schools/districts may require candidates to provide verification of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.
- Verification of the completion of 100 hours of field experience Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TEDSM

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 599
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/

TEDSM

- Students in this program may waive a maximum of 6 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
 - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
 - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 564, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

Field Experience for the MAED/TEDSM

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of development levels from birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TEDSM

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.

- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either a middle level generalist, middle level (content specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing, can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

- Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
 - Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
 - Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TEDSM

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix Certificate Application in order to receive a certificate and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

- Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

Re-entry for the MAED/TEDSM

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative 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.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credit
Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits

SEC 508 ~ 3 credits
Models, Theories and Strategies for Secondary Education

MTE 523 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ 2 credits
Child and Adolescent Development

Reading, 3 total credits

RDG 542 ~ 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits

MTE 553 3 credits
Instruction and Assessment of English Language Learners
SPE 514 2 credits

Survey of Special Populations

Methods and Assessment, 6 total credits

MTE 562 ~ 3 credits
Assessment and Evaluation

MTE 569 3 credits
Curriculum Constructs and Assessment: Secondary Science

Secondary Elective, 3 total credits

EDD 520 3 credits
Critical Issues in Education

Student Teaching, 8 total credits

SEC 598 4 credits
Secondary Student Teaching Part A

SEC 599 ~ 4 credits
Secondary Student Teaching Part B

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

Additional Admission Requirements for the MAED/TEDSS

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- Students in the MAED/TEDSS-Secondary Science program must have preparation in the Science field by verification of at least 24 semester hours. Of those 24 semester hours, 12 semester hours must be at the upper division level.
- Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.

Candidacy Status for the MAED/TEDSS

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
 - Demonstration of basic skills proficiency
 - Verification of fingerprint clearance
 - Successful completion of the Oral Language Proficiency Assessment.

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

Degree Completion Requirements for the MAED/TEDSS

- Completion of a minimum of 36 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- Candidates must pass their state-mandated professional knowledge exam.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.

- The diploma awarded for this program will read as:
Master of Arts in Education
Teacher Education - Secondary Science

Academic Progression Requirements for the MAED/TEDSS

Candidates must provide verification of content knowledge mastery prior to beginning their student teaching experience. Candidates must provide:

- Verification of completion of six (6) or more clock hours of content test preparation which is not embedded in other curriculum. This may be in the form of CEU or for-credit preparation.
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Some schools/districts may require candidates to provide verification of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.
- Verification of the completion of 100 hours of field experience Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TEDSS

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

- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

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

Field Experience for the MAED/TEDSS

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of development levels from birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TEDSS

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either a middle level generalist, middle level (content specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.

- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing, can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

- Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
 - Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
 - Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TEDSS

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

Re-entry for the MAED/TEDSS

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

ries are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Secondary Teacher Education (California)

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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>.

Program Purpose

The Master of Arts in Education/Secondary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become secondary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are

intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the secondary classroom to produce a positive impact on student learning.
- Students will be able evaluate effective professional practice in secondary education.
- Students will be able apply professional ethics to their instructional practices in secondary education.
- Students will be able evaluate learning principles to differentiate instruction to meet the needs of diverse secondary student populations.
- Students will be able create innovative strategies and incorporate technology in a secondary classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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/Lan-

guage Arts

MTE 567CA 3 credits

Curriculum Constructs & Assessment: Secondary History/Social Science

MTE 569CA 3 credits

Curriculum Constructs and Assessment: Secondary Science

MTE 551CA 3 credits

Curriculum Constructs and Assessment: Physical Education

Secondary Elective, 2 total credits

MTE 541CA 2 credits

Language Development for Secondary Settings

Student Teaching, 8 total credits

SEC 590 ~ 4 credits

Secondary Student Teaching Part A

SEC 595 ~ 4 credits

Secondary Student Teaching Part B

The University reserves the right to modify the Required Course of Study.

Teacher Performance Assessment, 2 total credits

TPA 001 ~ 1 credit

Subject Specific Pedagogy

TPA 002 ~ 1 credit

Designing Instruction

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

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate or graduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All California residents (Online and Local) must enroll in this version. Candidates in the MAED/TED-E and MAED/TED-S programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.
- TB test results (District specific)
- Verification of Certificate of Clearance

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, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
- 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.

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 pro-

gram prior to entering the Student Teaching experience. California students must pass the following courses: TPA 001 and TPA 002 prior to beginning their student teaching experience.

Candidates enrolled in MAED/TED-E and S must receive passing scores on the following assessments: TPA 1 Subject-specific Pedagogy and TPA 2 Designing Instruction prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

Transfer Requirements for the MAED/TED-S

Transfer of non-California specific coursework

California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) coursework as identified in the list below. COM 516 is not included in the 10 credits and does not need to be repeated.

The following non-California (CA) courses can be transferred into the California specific program:

- MTE 501 (2 credits)
- MTE 505 (3 credits) or MTE 506 (2 credits)
- MTE 508 (3 credits) or MTE 509 (2 credits)

Minimum Grade Requirements for the MAED/TED-S

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SEC 590, SEC 595
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

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

Students in this program may waive a maximum of 6 credits from their required course of study.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507CA, SEC 508CA, MTE 523CA, RDG 542CA, SPE 514CA, MTE 528CA, MTE 566CA, MTE 567CA, MTE 569CA, MTE 551CA, MTE 541CA, MTE 564CA, 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. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501, MTE 501CA, MTE 506, MTE 506CA, MTE 518, MTE 518CA
MAED/TED-S	MTE 501, MTE 506, SEC 508, SEC 508CA

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, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
 - Passing score on appropriate CSET for intern placement
 - Completion of a Bachelors degree from a regionally accredited institution
 - Letter of Intent to Hire

- Completion of 30 hours Field Experience with diverse students
- Certificate of Clearance
- 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)
- Negative TB results or negative chest xray
- Completion of the following coursework: **Multiple Subject:** MTE 506CA; MTE 518CA; ELL 500; SPE 514CA; RDG 537CA; MTE 522CA **Single Subject:** MTE 506CA; SEC 508CA; ELL 500; SPE 514CA; RDG 542CA; MTE 523CA
- If an intern candidate is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.
- Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.
- Candidates must be continuously enrolled to maintain their Internship Credential. Candidates who fail to be continuously enrolled or are dismissed or removed from their Internship will have their Internship Credential revoked and returned to the state with notification to their hiring district.

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.

Re-entry for the MAED/TED-S

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is 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 and reviewed as specified in the handbook/courses.

For more information about our graduation 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>.

Program Purpose

The Master of Arts in Education/Elementary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in elementary education.
- Students will be able to apply professional ethics to their instructional practices in elementary education.
- Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Students will be able to create innovative strategies and incorporate technology in an elementary classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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

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:

- A cumulative grade point average (GPA) of 3.0 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- 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.
- Demonstration of basic skills proficiency.

Students who reside in a state that does not have a basic skills exam have three options for completing this requirement.

Students must pass the Praxis I exam at the cut score determined by the College of Education.

* Reading 169

* Writing 172

* Math 170

Students must pass the Essential Academic Skills provided by National Evaluation Systems at the cut scores determined by the national benchmark.

* Essential Academic Skills Subtest I: Reading - 220

* Essential Academic Skills Subtest II: Writing - 220

* Essential Academic Skills Subtest III: Mathematics - 220

* Essential Academic Skills Subtest IV: Technology Literacy - 220

Core Academic Skills for Educators (Core)

* Core Academic Skills for Educators: Reading 156

* Core Academic Skills for Educators: Writing - 162

* Core Academic Skills for Educators: Mathematics - 150

- Verification of fingerprint clearance

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.

- Students enrolled in this program 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 UT Board-approved subject matter exam (ie. Praxis II).
 - The candidate provides evidence of having attempted the appropriate UT Board-approved subject matter exam.
 - The candidate provides evidence of registration for the next scheduled examination UT Board-approved subject matter exam.

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

Degree Completion Requirements for the MAED/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 signature assignments.
- 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.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501, MTE 506, MTE 518
MAED/TED-S	MTE 501 MTE 506, SEC 508

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 maintained and reviewed as specified in the handbook/courses. Documentation of field experience 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.

Re-entry for the MAED/TED-E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative 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 and reviewed as specified in the handbook/courses.

For more information about our graduation 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>.

Program Purpose

The Master of Arts in Education/Secondary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become secondary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the secondary classroom to produce a positive impact on student learning.
- Students will be able evaluate effective professional practice in secondary education.
- Students will be able apply professional ethics to their instructional practices in secondary education.
- Students will be able evaluate learning principles to differentiate instruction to meet the needs of diverse secondary student populations.
- Students will be able create innovative strategies and incorporate technology in a secondary classroom setting.

Program Category Requirements and Courses Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507 0 credits

Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credit

Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ 2 credits

The Art and Science of Teaching

Educational Theories and Models, 6 total credits

SEC 508 ~ 3 credits

Models, Theories and Strategies for Secondary Education

MTE 523 3 credits

Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ 2 credits

Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~ 3 credits

Assessment and Evaluation

Secondary Reading, 3 total credits

RDG 542 ~ 3 credits

Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits

SPE 514 2 credits

Survey of Special Populations

MTE 553 3 credits

Instruction and Assessment of English Language Learners

Secondary Methods and Assessment, 3 total credits

Students must choose one of the following courses:

MTE 559 3 credits

Curriculum Constructs and Assessment: Secondary Methods

MTE 564 3 credits

Curriculum Constructs and Assessment: Secondary Math

MTE 566 3 credits

Curriculum Constructs & Assessment: Secondary English/Language Arts

MTE 567 3 credits

Curriculum Constructs & Assessment: Secondary History/Social Science

MTE 569 3 credits

Curriculum Constructs and Assessment: Secondary Science

Secondary Elective, 3 total credits

Students must choose one of the following courses:

MTE 556 3 credits

Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools

MTE 557 3 credits

Language Development for Secondary Settings

MAT 504 3 credits

Adolescent Psychology

MAT 538 3 credits

Middle School Foundations and Philosophy

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:

- A cumulative grade point average (GPA) of 3.0 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- 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.
- Demonstration of basic skills proficiency.
Students who reside in a state that does not have a basic skills exam have three options for completing this requirement. Students must pass the Praxis I exam at the cut score determined by the College of Education.
 - * Reading 169
 - * Writing 172
 - * Math 170
- Students must pass the Essential Academic Skills provided by National Evaluation Systems at the cut scores determined by the national benchmark.
 - * Essential Academic Skills Subtest I: Reading - 220
 - * Essential Academic Skills Subtest II: Writing - 220
 - * Essential Academic Skills Subtest III: Mathematics - 220
 - * Essential Academic Skills Subtest IV: Technology Literacy - 220
- Core Academic Skills for Educators (Core)
 - * Core Academic Skills for Educators: Reading 156
 - * Core Academic Skills for Educators: Writing - 162
 - * Core Academic Skills for Educators: Mathematics - 150
- Verification of fingerprint clearance

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.
 - Students enrolled in this program 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 UT Board-approved subject matter exam (i.e. Praxis II).
 - The candidate provides evidence of having attempted the appropriate UT Board-approved subject matter exam.
 - The candidate provides evidence of registration for the next scheduled examination UT Board-approved subject matter exam.

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

Degree Completion Requirements for the MAED/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 signature assignments.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as:
Master of Arts in Education
Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Students enrolled at a Utah campus must provide verification of a 'student teaching license' and submit a copy of the license prior to the student teaching placement
- Students enrolled at the Utah campus must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements prior to student teaching
- Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-S

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 599
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

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

Students in this program may waive a maximum of 6 credits from their required course of study.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

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

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501, MTE 506, MTE 518
MAED/TED-S	MTE 501 MTE 506, SEC 508

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 maintained and reviewed as specified in the handbook/courses. Documentation of field experience 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.

Re-entry for the MAED/TED-S

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative 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>.

Program Purpose

The Master of Arts in Education/Elementary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in elementary education.
- Students will be able to apply professional ethics to their instructional practices in elementary education.
- Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Students will be able to create innovative strategies and incorporate technology in an elementary classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are

listed in the Course Guide section of the catalog (page B-1).

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

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.

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 a state that does not have a basic skills exam have three options for completing this requirement.

Students must pass the Praxis I exam at the cut score determined by the College of Education.

* Reading 169

* Writing 172

* Math 170

Core Academic Skills for Educators (Core)

* Core Academic Skills for Educators: Reading 156

* Core Academic Skills for Educators: Writing - 162

* Core Academic Skills for Educators: Mathematics - 150

CBEST (California Basic Education Skills Test)

- Verification of fingerprint clearance

Nevada residents are required to submit Sublicense with provision 004 removed for 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.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501, MTE 506, MTE 518
MAED/TED-S	MTE 501, MTE 506, SEC 508

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.

Re-entry for the MAED/TED-E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version.

However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork

required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative 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>.

Program Purpose

The Master of Arts in Education/Secondary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become secondary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the

student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the secondary classroom to produce a positive impact on student learning.
- Students will be able evaluate effective professional practice in secondary education.
- Students will be able apply professional ethics to their instructional practices in secondary education.
- Students will be able evaluate learning principles to differentiate instruction to meet the needs of diverse secondary student populations.
- Students will be able create innovative strategies and incorporate technology in a secondary classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credits
Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits

SEC 508 ~ 3 credits
Models, Theories and Instructional Strategies for Secondary Education

MTE 523 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ 2 credits
Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~ 3 credits
Assessment and Evaluation

Secondary Reading, 3 total credits

RDG 542 ~ 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits

MTE 553 3 credits
Instruction and Assessment of English Language Learners
SPE 514 2 credits

Survey of Special Populations

Secondary Methods and Assessment, 3 total credits

MTE 564	3 credits
Curriculum Constructs and Assessment: Secondary Math	
MTE 566	3 credits
Curriculum Constructs & Assessment: Secondary English/Language Arts	
MTE 567	3 credits
Curriculum Constructs & Assessment: Secondary History/Social Science	
MTE 569	3 credits
Curriculum Constructs and Assessment: Secondary Science	
MTE 559	3 credits
Curriculum Constructs and Assessment: Secondary Methods	

Secondary Elective, 3 total credits

MTE 556	3 credits
Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools	
MTE 557	3 credits
Language Development for Secondary Settings	
MAT 504.....	3 credits
Adolescent Psychology	
MAT 538.....	3 credits
Middle School Foundations and Philosophy	
CMP 521.....	3 credits
Using Computers in Education	

Student Teaching & Field Experience, 8 total credits

SEC 598 ~	4 credits
Secondary Student Teaching Part A	
SEC 599 ~	4 credits
Secondary Student Teaching Part B	

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

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students in the MAED TED Secondary program must have a major with a minimum of 30-36 credit hours in their first licensure area.
- Information regarding acceptable majors and required credit hours 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.

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 a state that does not have a basic skills exam have three options for completing this requirement.

Students must pass the Praxis I exam at the cut score determined by the College of Education.

* Reading 169

* Writing 172

* Math 170

Core Academic Skills for Educators (Core)

* Core Academic Skills for Educators: Reading 156

* Core Academic Skills for Educators: Writing - 162

* Core Academic Skills for Educators: Mathematics - 150

CBEST (California Basic Education Skills Test)

- Verification of fingerprint clearance

Nevada residents are required to submit Sublicense with provision 004 removed for 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.

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

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

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

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501, MTE 506, MTE 518
MAED/TED-S	MTE 501, MTE 506, SEC 508

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.

Re-entry for the MAED/TED-S

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version.

However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Special Education (Hawaii)

The following Master of Arts in Education/Special Education (MAED/SPE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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>.

Program Purpose

The Master of Arts in Education/Special Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become special education teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a

teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the P-12 classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in special education.
- Students will be able to apply professional ethics to their instructional practices in special education.
- Students will be able to create and modify instructional and behavioral plans for a variety of learning needs.
- Students will be able to create innovative strategies and incorporate technology in a P-12 classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507 0 credits

Orientation to Teacher Education

Introductory Course, 1 total credit

EDU 500 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, 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 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

Students who reside in a state that does not have a basic skills exam have three options for completing this requirement.

Students must pass the Praxis I exam at the cut score determined by the College of Education.

* Reading 169

* Writing 172

* Math 170

Students must pass the Essential Academic Skills provided by National Evaluation Systems at the cut scores determined by the national benchmark.

* Essential Academic Skills Subtest I: Reading - 220

* Essential Academic Skills Subtest II: Writing - 220

* Essential Academic Skills Subtest III: Mathematics - 220

* Essential Academic Skills Subtest IV: Technology Literacy - 220

Core Academic Skills for Educators (Core)

* Core Academic Skills for Educators: Reading 156

- * Core Academic Skills for Educators: Writing - 162
 - * Core Academic Skills for Educators: Mathematics - 150
 - 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

Special Education Academic Progression Requirements for the MAED/SPE

Academic Progression Requirements for the M.Ed.C.P. -
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.

gram 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.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

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

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
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MAED/SPE

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. 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.

Re-entry for the MAED/SPE

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative 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 stu-

dent 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>.

Program Purpose

The Master of Arts in Education/Special Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become special education teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the P-12 classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in special education.
- Students will be able to apply professional ethics to their instructional practices in special education.
- Students will be able to create and modify instructional and behavioral plans for a variety of learning needs.
- Students will be able to create innovative strategies and incorporate technology in a P-12 classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credit
Professional Communications

Foundations of Special Education, 3 total credits

SPE 513 ~ 3 credits
Orientation to the Exceptional Child

Educational Theories and Models, 9 total credits

SPE 578 ~ 3 credits
Models, Theories and Instructional Strategies for SPE
SPE 546 ~ 3 credits
Special Education Methods

SPE 575 3 credits
Inclusion Strategies of the Special Educator

Assessment, 3 total credits

SPE 512 ~ 3 credits
Special Education Assessment and Interpretation

Reading, 7 total credits

RDG 570 4 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE
RDG 535 ~ 3 credits
Diagnosis & Remediation of Reading Difficulties

Instruction and Management for Special Needs Students, 12 total credits

SPE 574 ~ 3 credits
Characteristics of Intellectual/Developmental Disabilities
SPE 559 ~ 3 credits
Characteristics of Learning Disabilities

SPE 544 ~ 3 credits
Characteristics of Emotional & Behavioral Disorders
SPE 556 ~ 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

Students who reside in a state that does not have a basic skills exam have three options for completing this requirement.

Students must pass the Praxis I exam at the cut score determined by the College of Education.

* Reading 169

* Writing 172

* Math 170

Students must pass the Essential Academic Skills provided by National Evaluation Systems at the cut scores determined by the national benchmark.

* Essential Academic Skills Subtest I: Reading - 220

* Essential Academic Skills Subtest II: Writing - 220

* Essential Academic Skills Subtest III: Mathematics - 220

* Essential Academic Skills Subtest IV: Technology Literacy - 220

Core Academic Skills for Educators (Core)

* Core Academic Skills for Educators: Reading 156

* Core Academic Skills for Educators: Writing - 162

* Core Academic Skills for Educators: Mathematics - 150

- Students must pass the Essential Academic Skills (subtest I, II, and III) provided by National Evaluation Systems at the cut scores determined by the national benchmark.

- Essential Academic Skills Subtest I: Reading - 220

- Essential Academic Skills Subtest II: Writing - 220

- Essential Academic Skills Subtest III: Mathematics - 220

- 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)
- Passing score on New Mexico content knowledge assessment in Special Education.
- Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/SPE

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SPE 594, SPE 595
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/SPE program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/SPE

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
- Online students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 7 years.

Residency Requirements and Course Waivers for the MAED/SPE

Students in this program may waive a maximum of 6 credits from their required course of study.

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

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

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

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/SPE	SPE 578

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.

Re-entry for the MAED/SPE

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Special Education (Colorado)

The following Master of Arts in Education/Special Education (MAED/SPE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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>.

Program Purpose

The Master of Arts in Education/Special Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become special education teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the P-12 classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in special education.
- Students will be able to apply professional ethics to their instructional practices in special education.
- Students will be able to create and modify instructional and behavioral plans for a variety of learning needs.
- Students will be able to create innovative strategies and incorporate technology in a P-12 classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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.

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

Students who reside in a state that does not have a basic skills exam have three options for completing this requirement. Students must pass the Praxis I exam at the cut score determined by the College of Education.

- * Reading 169
- * Writing 172
- * Math 170

Students must pass the Essential Academic Skills provided by National Evaluation Systems at the cut scores determined by the national benchmark.

- * Essential Academic Skills Subtest I: Reading - 220
- * Essential Academic Skills Subtest II: Writing - 220
- * Essential Academic Skills Subtest III: Mathematics - 220
- * Essential Academic Skills Subtest IV: Technology Literacy - 220

Core Academic Skills for Educators (Core)

- * Core Academic Skills for Educators: Reading 156
- * Core Academic Skills for Educators: Writing - 162
- * Core Academic Skills for Educators: Mathematics - 150
- Verification of fingerprint clearance

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

Degree Completion Requirements for the MAED/SPE

- Completion of a minimum of 45 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.

- Completion of Field Experience Observation Record (200 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as:
Master of Arts in Education
Special Education

Academic Progression Requirements for the MAED/SPE

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Verification of content knowledge mastery prior to student teaching ((PLACE or PRAXIS)

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/SPE

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SPE 594, SPE 595
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/SPE

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

Residency Requirements and Course Waivers for the MAED/SPE

Students in this program may waive a maximum of 6 credits from their required course of study.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, RDG 500, SPE 546, SPE 559, SPE 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 their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 generalist special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 15 weeks of student teaching, including the completion of a Teacher Work Sample project.

Re-entry for the MAED/SPE

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Special Education (Utah)

The following Master of Arts in Education/Special Education (MAED/SPE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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 and reviewed as specified in the handbook/courses. 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>.

Program Purpose

The Master of Arts in Education/Special Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become special education teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the P-12 classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in special education.
- Students will be able to apply professional ethics to their instructional practices in special education.
- Students will be able to create and modify instructional and behavioral plans for a variety of learning needs.
- Students will be able to create innovative strategies and incorporate technology in a P-12 classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are

listed in the Course Guide section of the catalog (page B-1).

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:

- A cumulative grade point average (GPA) of 3.0 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- 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.
- Demonstration of basic skills proficiency

Students who reside in a state that does not have a basic skills exam have three options for completing this requirement. Students must pass the Praxis I exam at the cut score determined by the College of Education.

- * Reading 169
- * Writing 172
- * Math 170

Students must pass the Essential Academic Skills provided by National Evaluation Systems at the cut scores determined by the national benchmark.

- * Essential Academic Skills Subtest I: Reading - 220
- * Essential Academic Skills Subtest II: Writing - 220
- * Essential Academic Skills Subtest III: Mathematics - 220
- * Essential Academic Skills Subtest IV: Technology Literacy - 220

Core Academic Skills for Educators (Core)

- * Core Academic Skills for Educators: Reading 156
- * Core Academic Skills for Educators: Writing - 162
- * Core Academic Skills for Educators: Mathematics - 150

- Verification of fingerprint clearance

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 enrolled in this program 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 UT Board-approved subject matter exam (ie. Praxis II).
 - The candidate provides evidence of having attempted the appropriate UT Board-approved subject matter exam.
 - The candidate provides evidence of registration for the next scheduled examination UT Board-approved subject matter exam.

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

Degree Completion Requirements for the MAED/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 signature assignments.
- 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.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, 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. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/SPE	SPE 578

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 maintained and reviewed as specified in the handbook/courses. Documentation of field experience 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.

Re-entry for the MAED/SPE

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative 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>.

Program Purpose

The Master of Arts in Education/Special Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become special education teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the P-12 classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in special education.
- Students will be able to apply professional ethics to their instructional practices in special education.
- Students will be able to create and modify instructional and behavioral plans for a variety of learning needs.
- Students will be able to create innovative strategies and incorporate technology in a P-12 classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credit
Professional Communications

Foundations of Special Education, 3 total credits

SPE 513 3 credits
Orientation to the Exceptional Child

Educational Theories and Models, 6 total credits

MTE 523 3 credits
Maintaining an Effective Learning Climate
SPE 546 3 credits
Special Education Methods

Human Development, 3 total credits

MTE 505 3 credits
Child and Adolescent Development

Assessment, 3 total credits

SPE 512 3 credits
Special Education Assessment and Interpretation

Reading, 4 total credits

RDG 570 4 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE

Math, 3 total credits

MTH 506 3 credits
Methods of Teaching Mathematics

Instruction and Management for Special Needs Students, 12 total credits

MTE 553 3 credits
Instruction and Assessment of English Language Learners
SPE 557 3 credits
Collaboration with Families of Students with Disabilities
SPE 558 3 credits
Transition Planning for Adolescents with Disabilities
SPE 591 3 credits

Characteristics of Exceptionalities

Student Teaching, 8 total credits

- SPE 594 4 credits
 Special Education Student Teaching: Part A
 SPE 595 ~ 4 credits
 Special Education Student Teaching: Part B
 The University reserves the right to modify the Required Course of Study.

Additional Admission Requirements for the MAED/SPE

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/SPE

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.

- Demonstration of basic skills proficiency

Students who reside in a state that does not have a basic skills exam have three options for completing this requirement. Students must pass the Praxis I exam at the cut score determined by the College of Education.

- * Reading 169
- * Writing 172
- * Math 170

Core Academic Skills for Educators (Core)

- * Core Academic Skills for Educators: Reading 156
- * Core Academic Skills for Educators: Writing - 162
- * Core Academic Skills for Educators: Mathematics - 150

CBEST (California Basic Education Skills Test)

- Verification of fingerprint clearance

Nevada residents are required to submit Sublicense with provision 004 removed for fingerprint clearance.

Students must be admitted and meet Level 1 Candidate Status

prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/SPE

- A minimum of 43 graduate credits in the Required Program Category Preferred Sequence.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure students meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as:
 Master of Arts in Education
 Special Education

Academic Progression Requirements for the MAED/SPE

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (cross-categorical [generalist] special education content area specific)
- Verification of the completion of 100 hours of field experience Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/SPE

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SPE 594 and SPE 595.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/SPE

Students in this program may waive a maximum of 6 credits from their required course of study.

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

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, RDG 570, SPE 546, SPE 557, SPE 558, SPE 591, SPE 594, SPE 595

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/SPE	SPE 578

Field Experience for the MAED/SPE

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/SPE

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

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.

- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical (generalist) special education student teaching setting.
- Students who are already teaching in an appropriate K-12 cross-categorical (generalist) special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 cross-categorical (generalist) special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Institutional Recommendation for the MAED/SPE

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

Re-entry for the MAED/SPE

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Special Education-Cross

Categorical (Texas)

The following Master of Arts in Education/Special Education-Cross Categorical (MAED/SPE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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 of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/maed-spe>.

Program Purpose

The Master of Arts in Education/Special Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become special education teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University

Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the P-12 classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in special education.
- Students will be able to apply professional ethics to their instructional practices in special education.
- Students will be able to create and modify instructional and behavioral plans for a variety of learning needs.
- Students will be able to create innovative strategies and incorporate technology in a P-12 classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credit
Professional Communications

Foundations of Special Education, 3 total credits

SPE 513 ~ 3 credits
Orientation to the Exceptional Child

Educational Theories and Models, 9 total credits

SPE 578 ~ 3 credits
Models, Theories and Instructional Strategies for SPE

SPE 546 ~ 3 credits
Special Education Methods

SPE 575 3 credits
Inclusion Strategies of the Special Educator

Assessment, 3 total credits

SPE 512 ~ 3 credits
Special Education Assessment and Interpretation

Reading, 4 total credits

RDG 570 ~ 4 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE

Instruction and Management for Special Needs Students, 6 total credits

SPE 591 ~ 3 credits
Characteristics of Exceptionalities

MTE 553 3 credits
Instruction and Assessment of English Language Learners

Student Teaching, 8 total credits

SPE 594 ~ 4 credits
Special Education Student Teaching: Part A

SPE 595 ~ 4 credits
Special Education Student Teaching: Part B

Methods and Assessment, 4 total credits

MTE 533 ~ 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
The University reserves the right to modify the required course of

Study.

Additional Admission Requirements for the MAED/SPE

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.

Candidacy Status for the MAED/SPE

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.

- Demonstration of basic skills proficiency

Students who reside in a state that does not have a basic skills exam have three options for completing this requirement.

Students must pass the Praxis I exam at the cut score determined by the College of Education.

* Reading 169

* Writing 172

* Math 170

Students must pass the Essential Academic Skills provided by National Evaluation Systems at the cut scores determined by the national benchmark.

* Essential Academic Skills Subtest I: Reading - 220

* Essential Academic Skills Subtest II: Writing - 220

* Essential Academic Skills Subtest III: Mathematics - 220

* Essential Academic Skills Subtest IV: Technology Literacy - 220

Core Academic Skills for Educators (Core)

* Core Academic Skills for Educators: Reading 156

* Core Academic Skills for Educators: Writing - 162

* Core Academic Skills for Educators: Mathematics - 150

- 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.
- Candidates must pass their state-mandated professional knowledge exam.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as:
Master of Arts in Education
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 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.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 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. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These eval-

uations must be posted to the students' electronic portfolio. 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.

Re-entry for the MAED/SPE

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching,

internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative 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 mild-moderate 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>.

State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s).

www.alsde.edu

Program Purpose

The Master of Arts in Education/Special Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become special education teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the P-12 classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in special education.
- Students will be able to apply professional ethics to their instructional practices in special education.
- Students will be able to create and modify instructional and behavioral plans for a variety of learning needs.
- Students will be able to create innovative strategies and incorporate technology in a P-12 classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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 584 ~ 3 credits
Learning Disabilities and Language and Development Disorders
MTH 575 3 credits
Mathematics Instruction for Special Education

Assessment, 3 total credits

SPE 512 ~ 3 credits
Special Education Assessment and Interpretation

Reading, 4 total credits

RDG 570 ~ 4 credits

Curriculum Const and Assmt: Reading and Lang Arts for SPE
Instruction and Management for Special Needs Students, 18 total credits

SEI 500	3 credits
Structured English Immersion	
SEI 503 ~	3 credits
Advanced Structured English Immersion Methods	
SPE 574 ~	3 credits
Characteristics of Intellectual/Developmental Disabilities	
SPE 544 ~	3 credits
Characteristics of Emotional & Behavioral Disorders	
SPE 556 ~	3 credits
Characteristics of Physical & Health Disabilities	
SPE 576 ~	3 credits
Characteristics of Autism Spectrum Disorders	

Student Teaching, 8 total credits

SPE 594 ~	4 credits
Special Education Student Teaching: Part A	
SPE 595 ~	4 credits
Special Education Student Teaching: Part B	
<i>Georgia and Illinois students will take SPE 596 in place of SPE 594 and SPE 595</i>	
SPE 596 ~	8 credits
Student Teaching	

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

Students who reside in a state that does not have a basic skills exam have three options for completing this requirement. Students must pass the Praxis I exam at the cut score determined by the College of Education.

- * Reading 169
- * Writing 172
- * Math 170

Students must pass the Essential Academic Skills provided by National Evaluation Systems at the cut scores determined by the national benchmark.

- * Essential Academic Skills Subtest I: Reading - 220
- * Essential Academic Skills Subtest II: Writing - 220
- * Essential Academic Skills Subtest III: Mathematics - 220
- * Essential Academic Skills Subtest IV: Technology Literacy - 220

Core Academic Skills for Educators (Core)

- * Core Academic Skills for Educators: Reading 156
- * Core Academic Skills for Educators: Writing - 162
- * Core Academic Skills for Educators: Mathematics - 150

- Verification of fingerprint clearance

Georgia residents attending Online and Local Campus students with enrollment agreements signed 3/1/2015 or thereafter seeking a Georgia certificate:

Additional Candidacy Level II Requirements:

- Obtain a Georgia Pre-service Certificate. The steps to qualify for this certificate include:
 - Completion of GACE Educator Ethics Assessment-Program Entry Assessment (350)
 - Signed Pre-service certification application
 - Signed and notarized Verification of Lawful Presence (VLP) Affidavit
 - Completed Background Check Form

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.
- Georgia residents attending Online and Local Campus students who complete field experience, student teaching, and apply for state certification 9/1/2015 or thereafter must complete:
 - Teacher Performance Assessment
 - GACE Educator Ethics Exit Exam (360)
- 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. Georgia and Illinois students only: SPE 596.
- 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.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, RDG 570, SPE 578, SPE 594, SPE 595, SPE 584, MTH 575, SPE 576. Georgia and Illinois students only: COM 516, MTE 507, RDG 570, SPE 578, SPE 584, MTH 575, SPE 576, SPE 596

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. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/SPE	SPE 578

Candidates who have completed Post-Baccalaureate Teacher Certification program (Post-Bacc) from Rio Salado Community College are eligible to apply completed coursework from the Post-Bacc program to fulfill requirements within this program. Course waivers will only be granted to students who have completed the Post-Bacc program in its entirety. Single courses from the Post-Bacc program will not be approved.

Students who waive courses using the Post-Bacc Course Waiver Policy may exceed the maximum waiver limit for their program and will be eligible to waive select non-waivable courses as outlined on the Post-Bacc Teacher Certification Course Waiver Form. Following application of the Post-Bacc course waivers, candidates

will fulfill Candidacy 2 and all academic progression requirements. Candidates will not be required to complete and/or provide the following:

- Fingerprint clearance
- Basic Skills proficiency
- Completion and uploading of the Teacher Work Sample (TWS)
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- 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.

Only students who have completed the Post-Bacc in Special Education will be eligible for waivers for the MAED/SPE.

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 mild-moderate special education student teaching setting.

- Students who are already teaching in an appropriate K-12 mild-moderate 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 mild-moderate 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

Re-entry for the MAED/SPE

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version.

However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative 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.

Program Purpose

The Master of Arts in Education/Educational Studies is a graduate degree program intended for students who have completed all coursework from a UOPX initial licensure program with the exception of both student teaching courses. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as a degree completion option.

Program Category Requirements for the MAED/ES

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Students must select one course from each Elective category selection below to complete the 6 credit requirement:

Elective One, 3 total credits

AET 500	3 credits
Foundations of Adult Learning Theory	
AET 552	3 credits
Marketing Adult Education	
AET 560	3 credits
Facilitating Change	
AET 562	3 credits
Social Media for Professional Learning	

Elective Two, 3 total credits

CUR 520.....	3 credits
Advocating for Learning	
CUR 525.....	3 credits
Ethical Issues in Education	
CUR 550.....	3 credits
Engaging in Communities of Practice	
CUR 555.....	3 credits
Professional Learning for Continuous Improvement	

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. Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

Re-entry for the MAED/ES

Re-entry students completing a program change from one of the following UOPX pre-licensure programs to the MAED/ES program will be required to complete all paperwork required by the University Re-entry policy.

MAED/TED-E
MAED/TEDEE
MAED/TEDEM
MAED/TEDMS
MAED/TEDMG
MAED/TEDMM
MAED/TEDSM
MAED/TEDSS
MAED/TED-S
MAED/SPE
MAED/ECH

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative 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>.

Program Purpose

The Master of Arts in Education/Curriculum and Instruction is a graduate degree program intended to provide educators with advanced knowledge and skills in curriculum and instruction. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as an advanced degree.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to synthesize multiple theories of curriculum and instruction to design effective professional development opportunities.
- Students will be able to analyze assessment data to make informed decisions for continuous improvement of instructional programs.

- Students will be able to create innovative strategies and incorporate technology to enhance student learning in the classroom setting.

MAED/CI Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 516.....	1 credit
Professional Communications	
CUR 505	3 credits
Social and Global Perspectives of Teacher Leadership	
CUR 506	3 credits
Theories and Best Practices of Curriculum and Instruction	
CUR 515 ~.....	3 credits
Critical Thinking and Innovative Skills	
CUR 520	3 credits
Advocating for Learning	
CUR 525	3 credits
Ethical Issues in Education	
CUR 530 ~.....	3 credits
Assessment and Evaluation Models	
CUR 535 ~.....	4 credits
Research for Improved Practice	
CUR 540	3 credits
Methods of Coaching in the Instructional Setting	
CUR 545	3 credits
Using Technology for Teaching and Learning	
CUR 550	3 credits
Engaging in Communities of Practice	
CUR 555	3 credits
Professional Learning for Continuous Improvement	

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

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.
- 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.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization. Students in the MAED/CI who waive courses using an approved certification may exceed the maximum waiver limit for their program.

The following courses in the Required Course of Study may not be waived: COM 516

Candidates who successfully complete either the MAED/TED-Elementary or MAED/TED-Secondary program may waive the following courses in the MAED/CI program upon enrolling in the Master of Arts in Education/Curriculum and Instruction program.

Program	Courses Waived
MAED/TED-E	COM 516 (1 credit) CUR 530 (3 credits) CUR 535 (4 credits) CUR 550 (3 credits)
MAED/TED-S	COM 516 (1 credit) CUR 530 (3 credits) CUR 535 (4 credits) CUR 550 (3 credits)

Any resident in the state of California who can show verification of the completion of the CTEL (California Teachers of English Learners) requirement may waive the following 6 credits upon admission to the MAED/CI program: CUR 506, CUR 530

Any resident in the state of California who can show verification of the completion of the BTSA (Beginning Teacher Support and Assessment Induction) requirement may exceed the 6 credit waiver maximum and waive up to 13 credits upon admission to the MAED/CI program: CUR 506, CUR 530, CUR 535, CUR 520

Candidates who have completed Post-Baccalaureate Teacher Certification program (Post-Bacc) from Rio Salado Community College are eligible to apply completed coursework from the Post-Bacc program to fulfill requirements within this program. Course waivers

will only be granted to students who have completed the Post-Bacc program in its entirety. Single courses from the Post-Bacc program will not be approved.

Students who waive courses using the Post-Bacc Course Waiver Policy may exceed the maximum waiver limit for their program and will be eligible to waive select non-waivable courses as outlined on the Post-Bacc Teacher Certification Course Waiver Form. Following application of the Post-Bacc course waivers, candidates will fulfill Candidacy 2 and all academic progression requirements. Candidates will not be required to complete and/or provide the following:

- Fingerprint clearance
 - Basic Skills proficiency
 - Completion and uploading of the Teacher Work Sample (TWS)
 - Satisfactory completion of any required internship, student teaching, and/or practicum courses.
 - 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.

Re-entry for the MAED/CI

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Master of Arts in Education/Administration and Supervision (Florida)

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 representative 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>.

Program Purpose

The Master of Arts in Education/Administration and Supervision is a graduate degree program intended to prepare candidates for K-12 school principal licensure. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and an administrative internship above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed school principal. There may be additional qualifications and/or disqualifications applicable in order to work as a principal with any local, state or federal entity.

MAED/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

ADMIN 500	0 credits
Orientation to Administration and Supervision	
COM 516.....	1 credit
Professional Communications	
ADMIN 518	3 credits
Leadership and Collaborative Processes	
ADMIN 570	3 credits
Equity, Diversity, and Access in Education	
ADMIN 555	3 credits
School Policy and Law for Principals	
ADMIN 524.....	3 credits
Supervision of Curriculum, Instruction and Assessment	
ADMIN 591A	1 credit
Principal Internship Part I: Instructional Leadership	
ADMIN 528.....	3 credits
Administration of Special Programs	
ADMIN 535	3 credits
Business and Facilities Management	
ADMIN 560	3 credits
Human Resources Leadership and Management	
ADMIN 591B ~	1 credit
Principal Internship Part II: Organizational Management	
ADMIN 575	3 credits
Family, Community and Media Relations	
EDD 581	4 credits
Action Research and Evaluation	
ADMIN 565	3 credits
School Improvement Processes	
ADMIN 591C ~	1 credit
Administrative Internship Part III: Professional Practice	
Students must also choose an elective from one of the following:	
AET 560.....	3 credits
Facilitating Change	
AET 562.....	3 credits
Social Media for Professional Learning	

CUR 550 3 credits

Engaging in Communities of Practice

CUR 555 3 credits

Professional Learning for Continuous Improvement

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.

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: ADMIN 591A, ADMIN 591B, ADMIN 591C, COM 516, EDD 581.

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.

The Doctoral Bridge gives students the option to complete doctoral level coursework during a master's program.

The Doctoral Bridge allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

- Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

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 "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.

Re-entry for the MAED/ADM

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version.

However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Elementary Teacher Education (Florida)

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 representative 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>.

Program Purpose

The Master of Arts in Education/Elementary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in elementary education.
- Students will be able to apply professional ethics to their instructional practices in elementary education.
- Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Students will be able to create innovative strategies and incorporate technology in an elementary classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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

Human Development, 2 total credits

MTE 506 ~ 2 credits

Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~ 3 credits

Assessment and Evaluation

Reading, 4 total credits

RDG 537 ~ 4 credits

Curriculum Constructs & Assessment: Reading and Language Arts

Special Populations, 8 total credits

SEI 500 3 credits

Structured English Immersion

SEI 503 ~ 3 credits

Advanced Structured English Immersion Methods

SPE 514 2 credits

Survey of Special Populations

Elementary Methods and Assessment, 10 total credits

MTE 531 2 credits

Curriculum Constructs & Assessment: History and Social Science

MTE 533 4 credits

Curriculum Constructs & Assessment: Science and Mathematics

MTE 534 2 credits

Curriculum Constructs & Assessment: Visual and Performing Arts

MTE 537 2 credits

Curriculum Constructs & Assessment: Physical Education and Health

Student Teaching & Field Experience, 8 total credits

ELM 598 ~ 4 credits

Elementary Student Teaching Part A

ELM 599 ~ 4 credits

Elementary Student Teaching Part B

The University reserves the right to modify the Required Course of Study.

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- 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.
 - 1. Demonstration of basic skills proficiency
 - 2. Verification of fingerprint clearance

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

Degree Completion Requirements for the MAED/TED-E

- Completion of a minimum of 44 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as:
Master of Arts in Education
Elementary Teacher Education

Academic Progression Requirements for the MAED/TED-E

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)

- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Verification of the completion of 100 hours of field experience. Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-E

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: ELM 598 and ELM 599.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/TED-E

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

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an offi-

cial transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501 MTE 506, SEC 508
MAED/TED-S	MTE 501, MTE 506, MTE 518

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

1. 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.

Re-entry for the MAED/TED-E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version.

However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Secondary Teacher Education (Florida)

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

representative 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>.

Program Purpose

The Master of Arts in Education/Secondary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become secondary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the secondary classroom to produce a positive impact on student learning.
- Students will be able evaluate effective professional practice in secondary education.
- Students will be able apply professional ethics to their instructional practices in secondary education.
- Students will be able evaluate learning principles to differentiate instruction to meet the needs of diverse secondary student populations.

- Students will be able to create innovative strategies and incorporate technology in a secondary classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credits
Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits

SEC 508 ~ 3 credits
Models, Theories and Instructional Strategies for Secondary Education

MTE 523 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ 2 credits
Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~ 3 credits
Assessment and Evaluation

Secondary Reading, 3 total credits

RDG 542 ~ 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits

SEI 500 3 credits
Structured English Immersion
SPE 514 2 credits
Survey of Special Populations

Student Teaching & Field Experience, 8 total credits

SEC 598 ~ 4 credits
Secondary Student Teaching Part A
SEC 599 ~ 4 credits
Secondary Student Teaching Part B

Secondary Elective, 3 total credits

SEI 503 3 credits
Advanced Structured English Immersion Methods

Secondary Methods, 3 total credits

MTE 559 3 credits
Curriculum Constructs and Assessment: Secondary Methods
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 and SEC 599.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/TED-S

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

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

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

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an offi-

cial transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 559, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501 MTE 506, SEC 508
MAED/TED-S	MTE 501, MTE 506, MTE 518

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.

Re-entry for the MAED/TED-S

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

SCHOOL OF ADVANCED STUDIES

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.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

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

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

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

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

- Full and part-time students enrolled in a college, university or other institution of higher learning in Massachusetts must participate in a school sponsored health insurance plan, or an alternate plan with comparable coverage. All full and part-time students attending a Massachusetts local campus must complete the Student Health Insurance Plan Enrollment/

Acknowledgement form indicating either that they have either enrolled in the University's sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not complete the Enrollment/Acknowledgement form each calendar year may not enroll in further courses until the form has been completed and the student has appropriate health insurance coverage.

Students who begin their studies at campuses located in Hawaii are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

The Hawaii State Department of Health requires that all students attending school at a campus in this state who were born after December 31, 1956, be immunized for measles-mumps-rubella (MMR). Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

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

- A 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.

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 representative 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. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 705	1 credit
Communication Strategies	
CUR 712 ~.....	3 credits
Curriculum Theory	
EDD 721 ~.....	3 credits
Planning and Leading Change	
EDD 722 ~.....	3 credits
The Legal Context of Education	
EDD 723 ~.....	3 credits
Ethics and Values in Learning Organizations	
CUR 721 ~.....	3 credits
Curriculum Design	
CUR 722 ~.....	3 credits
Instructional Models	
EDD 731 ~.....	3 credits
The Economics of Education	
EDD 733 ~.....	3 credits
Evaluation and Assessment Methods	
CUR 731 ~.....	3 credits
Supervision of Curriculum and Instruction	
EDS 799 ~.....	3 credits
Educational Specialist Capstone	

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

Additional Admission Requirements for the Ed.S

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.

- Current or a record of past employment in an education or related position is required for admission.

Degree Requirements for the Ed.S

Educational Specialist students must meet the following degree requirements:

- A minimum of 31 doctorate credits in the Required Program Category Preferred Sequence.
- A minimum grade point average (GPA) of 3.0.
- Completion of the graduation information packet.
- Students must satisfy all credits and non-credit bearing activities prior to commencement eligibility.

Academic Progression Requirements for the Ed.S

Educational Specialist students are subject to the following academic progression requirements:

- Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- Students who miss or must withdraw from a course may complete the course via directed study, if available. All maximum enrollment policies apply. This option will only be available three times (9 credits) and applies only to online courses. However, some courses may not be suitable or available for directed study, and all directed studies must have the approval of the Doctoral Program Chair.
- Any student who earns a course grade of "C+" or below must repeat that course. If a student who is not on academic probation earns a "C+" or below, that student must repeat the course and earn a grade of "B-" or better. If a student who is on academic probation earns a "C+" or below, that student must repeat the course again and earn a grade of "B" or better.
- Any student who does not maintain a minimum GPA of 3.0 will be put on academic probation.
- Academic probation will last for four consecutive courses during which time students must (1) raise their GPA to a minimum of 3.0 and (2) earn at least a grade of "B" in each course.
- Students will be allowed to have only one incomplete grade on their records at a time. Students will have up to 5 weeks to complete a course once an incomplete has been issued.
- Students in the Doctor of Education in Educational Leadership (EdD) program, due to extenuating personal circumstances, may transfer their credits into the Educational Specialist program.
- Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.

Residency Requirements for the Ed.S

Educational Specialist students must meet the following residency requirements:

- Students in this program may waive a maximum of 6 credits from their required course of study.
- Students may not waive any of the following courses: COM 705 and EDS 799

In order to waive a course in the EDS program, students must have completed a previous course that meets the following criteria:

- The course must have been completed and transcripted from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be a doctoral-level course. Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Re-entry for the Ed.S

A student who is readmitted into this program after one year of absence must update and resubmit the following forms: application, enrollment agreement, Hardware/Software agreement and research library access.

Doctor of Education in Educational Leadership/Higher Education Administration

The following Doctor of Education in Educational Leadership/Higher Education Administration (EDD/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 representative for more information.

The mission of the Doctor of Education in Higher Education Administration program is to prepare education professionals who can address the multiple challenges facing higher education in a dynamic global community. The program prepares students to lead innovative, institutional policy changes and improvements within complex educational environments involving multiple stakeholders. The program addresses the diversity of higher education entities including public and private colleges and universities, governmental entities, accrediting and regulatory bodies, and higher education professional associations. The program emphasizes the discovery, integration and application of knowledge about higher education and leadership, promotes a commitment to professional integrity and development, the value of human diversity, innovative practice, and collaboration.

For more information about our graduation 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-hea>.

Program Category Requirements for the EDD/HEA

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Doctoral Foundations, 4 total credits

- DOC 700 1 credit
Developing the Doctoral Identity
LDR 711A ~..... 3 credits
Leadership Theory and Practice

Foundations in Higher Education Administration, 9 total

credits

- HEA 711 ~ 3 credits
History and Philosophy of Higher Education
HEA 712 ~ 3 credits
Higher Education Law, Policy and the Regulatory Environment
HEA 713 ~ 3 credits
Higher Education Economics, Finance and Strategic Planning

Research Foundations, 6 total credits

- RES 709 ~ 3 credits
Research Conceptualization and Design
RES 710 ~ 3 credits
Statistical Research Methods and Design I

Advanced Research Design, 6 total credits

- RES 720 ~ 3 credits
Statistical Research Methods and Design II
RES 724 ~ 3 credits
Qualitative Methods and Design

Administration and Leadership in Higher Education, 6 total credits

- HEA 721 ~ 3 credits
Organizational Theory, Innovation and Change Management
HEA 722 ~ 3 credits
Academic and Student Affairs Administration

Doctoral Residencies, 10 total credits

- DOC 705R ~ 3 credits
Creative and Critical Thinking
DOC 720R ~ 2 credits
Doctoral Seminar I
DOC 733R ~ 3 credits
Doctoral Seminar III
DOC 734R ~ 2 credits
Doctoral Seminar IV

The Context of Higher Education, 9 total credits

- HEA 731 ~ 3 credits
Student Development, Adult Education, and Student Diversity
HEA 732 ~ 3 credits
Curriculum Development, Assessment, and Program Evaluation
HEA 733 ~ 3 credits
Global Models and International Issues in Higher Education

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 723 ~ 3 credits

Doctoral Seminar II

DOC 741 ~ 3 credits

Doctoral Dissertation

DOC 742 ~ 3 credits

Doctoral Project IV**Annual Renewal Residency**

Students may be required to complete DOC 741R (2-credit course) in addition to the required Doctoral Residency courses. Enrollment in DOC 741R is required only when a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.

DOC 741R 2 credits

Annual Renewal Residency

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the seminar, dissertation, and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC/741 and/or DOC 742 to ensure that all programmatic requirements and approvals have been met.

Seminar II Extension

DOC 787 ~ 0 credits

Concept Continuing Enrollment I

DOC 788 ~ 1 credit

Concept Continuing Enrollment II**Dissertation Extension**

DOC 741A ~ 3 credits

Doctoral Dissertation

DOC 741B ~ 3 credits

Doctoral Dissertation

DOC 887 ~ 0 credits

Dissertation Continuing Enrollment I

DOC 888 ~ 1 credit

Dissertation Continuing Enrollment II

DOC 889 ~ 0 credits

Dissertation Continuing Enrollment I

DOC 890 ~ 1 credit

Dissertation Continuing Enrollment II

DOC 891 ~ 0 credits

Dissertation Continuing Enrollment I

DOC 892 ~ 1 credit

Dissertation Continuing Enrollment II**Project Extension**

DOC 742A ~ 3 credits

Doctoral Project IV

DOC 742B ~ 3 credits

Doctoral Project IV

DOC 987 ~ 0 credits

Project Continuing Enrollment I

DOC 988 ~ 1 credit

Project Continuing Enrollment II

DOC 989 ~ 0 credits

Project Continuing Enrollment I

DOC 990 ~ 1 credit

Project Continuing Enrollment II

DOC 991 ~ 0 credits

Project Continuing Enrollment I

DOC 992 ~ 1 credit

Project Continuing Enrollment II

Students may be required to complete DOC 741B and DOC 742B until all programmatic requirements and approvals have been met. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the EDD/HEA

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 for all graduate coursework on the graduate degree posted transcript is required for admission.
- Current or a record of past employment in supervisory or management position is required for admission.

Degree Requirements for the EDD/HEA

- A minimum of 62 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 via SAC appeal must submit a letter from their Chair stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted.
 - Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
 - Specializations are reflected on the transcript only and will not appear on the diploma.
- The diploma awarded for this program will read as:
Doctor of Education

Academic Progression Requirements for the EDD/HEA

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 720R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
- Students may have only one incomplete grade on their records at a time.
- Students must receive approval for each step prior to moving to subsequent steps in the dissertation process in the following order: Concept Review, Quality Review (QRM), Institutional Review Board (IRB), Quality Final Institutional Review (QRF), Oral Defense.
- Students must be enrolled in the appropriate concept, project, or dissertation course to submit to Concept Review, QRM, QRF, and complete the Oral Defense.
- Students must submit and receive written approval of the dissertation precis paper as a completion requirement for DOC 720R Doctoral Seminar I.
- Students who do not receive written approval of the dissertation precis paper will complete a seminar to work on and improve the precis paper for resubmission and approval.
- Concept review approval prior to enrollment in DOC/741.
- Quality review of dissertation proposal approval prior to enrollment in DOC 742.
- Quality review of proposal approval must be renewed if the final dissertation is not approved within 2 years of the approval date.
- Quality final Institutional review of dissertation during DOC 742.
- Enrollment in DOC 741R is required only when a student has not completed his or her dissertation within 12 months of achieving candidacy. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.
- Students who would like to repeat DOC 741R may repeat the course.

Academic Standing and Minimum Grade Requirements for the EDD/HEA

• Scholastic Disqualification courses and minimum grade requirements are included below and students who fail to meet the minimum grade may only repeat the course 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 program.

Students are required to achieve a minimum grade of "B" in the following course: DOC 700

Students are required to achieve a minimum grade of "B-" in the following course: DOC 700R

- All credit-bearing courses, with the exception of DOC/700 and courses that are outlined in the syllabus as Pass/Fail, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.

- Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

Residency Requirements and Course Waivers for the EDD/HEA

- Students must meet the established University residency requirement for degree conferral. The University requires that 23 credits in the required course of study, must be completed at University of Phoenix.
- 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 741R, a two-credit, three-day weekend residency course. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.
- Exception: DOC/741R will not be required if all other degree requirements have been completed.
- Students may waive a maximum of 39 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, students must have completed a previous course that meets the following criteria:
 - The course must have been completed and transcribed from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
 - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses may not be waived: DOC 700, DOC 705R, DOC 720R, DOC 723, DOC 733R, DOC 734R, DOC 741, DOC 741R, DOC 742, LDR 711A
- The dissertation may not be waived.

Re-entry for the EDD/HEA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative for more information.

The mission of the Doctor of Management in Organizational Leadership degree program is to develop the critical and creative decision-making capabilities of management professionals that enable professional success. Merging current theory and best practices, the program prepares students to advance their organization, industry, and community through ethical and transformational leadership by

- Integrating scholar, practitioner, and leader perspectives to implement best practices and resolve emerging managerial challenges
- Designing and conducting practical, data-driven research that informs managerial decisions and contributes to the existing body of knowledge.

For more information about our graduation 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. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Doctoral Foundations, 4 total credits

DOC 700 1 credit
Developing the Doctoral Identity

LDR 711A 3 credits

Leadership Theory and Practice

Foundations in Management and Organizational Leadership, 6 total credits

ORG 716 ~ 3 credits
Organizational Theory and Design

MGT 716 ~ 3 credits

Management Philosophies

Research Foundations, 6 total credits

RES 709 ~ 3 credits
Research Conceptualization and Design

RES 710 ~ 3 credits

Statistical Research Methods and Design I

Advanced Research Design, 6 total credits

RES 720 ~ 3 credits
Statistical Research Methods and Design II

RES 724 ~ 3 credits

Qualitative Methods and Design

Theory and Practice of Management and Organizational Leadership, 12 total credits

LDR 726 ~ 3 credits

The Dynamics of Group and Team Leadership

ORG 726 ~ 3 credits

The Impact of Technology on Organizations

MGT 726 ~ 3 credits

Emerging Managerial Practices

ORG 727 ~ 3 credits

Organizational Diagnosis and Intervention

Doctoral Residencies, 10 total credits

DOC 705R ~ 3 credits

Creative and Critical Thinking

DOC 720R ~ 2 credits

Doctoral Seminar I

DOC 733R ~ 3 credits

Doctoral Seminar III

DOC 734R ~ 2 credits

Doctoral Seminar IV

Advanced Inquiry in Management and Organizational Leadership, 6 total credits

PHL 736 ~ 3 credits

Political Acumen and Ethics

LDR 736 ~ 3 credits

Architecture of Leadership

Advanced Research Analysis, 3 total credits

RES 725 ~ 3 credits

Descriptive and Comparative Data Analysis

RES 726 ~ 3 credits

Correlational Methods of Analysis

RES 727 ~ 3 credits

Approaches to Phenomenological Inquiry and Data Analysis

RES 728 ~ 3 credits

Qualitative Case Study

RES 729 ~ 3 credits

Ethnomethodology and the Study of Culture

RES 745 ~ 3 credits

Grounded Theory Methods

RES 746 ~ 3 credits

Mixed Methods

Dissertation, 9 total credits

DOC 723 ~ 3 credits

Doctoral Seminar II

DOC 741 ~ 3 credits

Doctoral Dissertation

DOC 742 ~ 3 credits

Doctoral Project IV

Annual Renewal Residency

Students may be required to complete DOC 741R (2-credit course) in addition to the required Doctoral Residency courses. Enrollment in DOC 741R is required only when a student's dissertation has not been completed and approved by the dean within 12 months of

achieving candidacy. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.

DOC 741R 2 credits
Annual Renewal Residency

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 741 and/or DOC 742 to ensure that all programmatic requirements and approvals have been met.

Seminar II Extension

DOC 787 ~ 0 credits
Concept Continuing Enrollment I

DOC 788 ~ 1 credit
Concept Continuing Enrollment II

Dissertation Extension

DOC 741A ~ 3 credits
Doctoral Dissertation

DOC 741B ~ 3 credits
Doctoral Dissertation

DOC 887 ~ 0 credits
Dissertation Continuing Enrollment I

DOC 888 ~ 1 credit
Dissertation Continuing Enrollment II

DOC 889 ~ 0 credits
Dissertation Continuing Enrollment I

DOC 890 ~ 1 credit
Dissertation Continuing Enrollment II

DOC 891 ~ 0 credits
Dissertation Continuing Enrollment I

DOC 892 ~ 1 credit
Dissertation Continuing Enrollment II

Project Extension

DOC 742A ~ 3 credits
Doctoral Project IV

DOC 742B ~ 3 credits
Doctoral Project IV

DOC 987 ~ 0 credits
Project Continuing Enrollment I

DOC 988 ~ 1 credit
Project Continuing Enrollment II

DOC 989 ~ 0 credits
Project Continuing Enrollment I

DOC 990 ~ 1 credit
Project Continuing Enrollment II

DOC 991 ~ 0 credits
Project Continuing Enrollment I

DOC 992 ~ 1 credit
Project Continuing Enrollment II

Students may be required to complete DOC 741B and DOC 742B

until all programmatic requirements and approvals have been met. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the DM

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 for all graduate coursework on the graduate degree posted transcript is required for admission.
- Current or a record of past employment in supervisory or management position is required for admission.

Degree Requirements for the DM

- A minimum of 62 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 via SAC appeal 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.
- Students must successfully complete all credit and non-credit bearing degree requirements, including a completed dissertation approved by the Dean, prior to commencement eligibility.
- Specializations are reflected on the transcript only and will not appear on the diploma.
- The diploma awarded for this program will read as:
Doctor of Management

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 720R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
- Students may have only one incomplete grade on their records at a time.
- Students must receive approval for each step prior to moving to subsequent steps in the dissertation process in the following order: Concept Review, Quality Review (QRM), Institutional Review Board (IRB), Quality Final Institutional Review (QRF), Oral Defense.

- Students must be enrolled in the appropriate concept, project, or dissertation course to submit to Concept Review, QRM, QRF, and complete the Oral Defense.
- Students must submit and receive written approval of the dissertation precis paper as a completion requirement for DOC 720R Doctoral Seminar I.
- Students who do not receive written approval of the dissertation precis paper will complete a seminar to work on and improve the precis paper for resubmission and approval.
- Concept review approval prior to enrollment in DOC 741.
- Quality review of dissertation proposal approval prior to enrollment in DOC 742.
- Quality review of proposal approval must be renewed if the final dissertation is not approved within 2 years of the approval date.
- Quality final Institutional review of dissertation during DOC 742.
- Enrollment in DOC 741R is required only when a student has not completed his or her dissertation within 12 months of achieving candidacy. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.
- Students who would like to repeat DOC 741R may repeat the course.

Academic Standing and Scholastic Disqualification for the DM

- Scholastic Disqualification courses and minimum grade requirements are included below and students who fail to meet the minimum grade may only repeat the course 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 program.
Students are required to achieve a minimum grade of "B" in the following course: DOC 700
Students are required to achieve a minimum grade of "B-" in the following course: DOC 720R
- All credit-bearing courses, with the exception of DOC 700 and courses that are outlined in the syllabus as Pass/Fail, 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.

Residency Requirements and Course Waivers for the DM

- Students must meet established University residency requirement for degree conferral. The University requires that the 23 credits in the Required Course of Study, must be completed at University of Phoenix.
- 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 741R, a two-credit, three-day weekend residency course. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.
- Students may waive a maximum of 39 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, students must have completed a previous course that meets the following criteria:
 - The course must have been completed and transcribed from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
 - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses may not be waived: DOC 700, DOC 705R, DOC 720R, DOC 723, DOC 733R, DOC 734R, DOC 741, DOC 741R, DOC 742, LDR 711A
- The dissertation may not be waived.

Re-entry for the DM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry.
- Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Doctor of Management in Organizational Leadership with a Specialization in Information Systems and Technology

The following Doctor of Management in Organizational Leadership with a specialization in Information Systems and Technology (DM/IST) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The mission of the Information Systems and Technology specialization of the Doctor of Management in Organizational Leadership degree (DM/IST) is to enable a diverse group of students to synthesize and apply new knowledge and models affecting information systems and technology (IST) from an organizational and global perspective. Students integrate critical thinking, ethical leadership, and the application of IST content areas 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 and direct their organizations positively through strong leadership and management practices within the IST environment.

For more information about our graduation 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. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Doctoral Foundations, 4 total credits

DOC 700 1 credit
Developing the Doctoral Identity

LDR 711A ~ 3 credits

Leadership Theory and Practice

Foundations of Informational Systems in Management and Organizational Leadership, 9 total credits

IST 710 ~ 3 credits
Foundations of Information Systems Management
ORG 716 ~ 3 credits
Organizational Theory and Design

MGT 716 ~ 3 credits

Management Philosophies

Research Foundations, 6 total credits

RES 709 ~ 3 credits
Research Conceptualization and Design
RES 710 ~ 3 credits

Statistical Research Methods and Design I

Advanced Research Design, 6 total credits

RES 720 ~ 3 credits
Statistical Research Methods and Design II
RES 724 ~ 3 credits

Qualitative Methods and Design

Information Systems Across Organizations, 9 total credits

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

DOC 705R ~ 3 credits
Creative and Critical Thinking

DOC 720R ~ 2 credits

Doctoral Seminar I

DOC 733R ~ 3 credits
Doctoral Seminar III

DOC 734R ~ 2 credits

Doctoral Seminar IV

Advanced Inquiry in Information Systems and Technology, 6 total credits

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 723 ~ 3 credits

Doctoral Seminar II

DOC 741 ~ 3 credits

Doctoral Dissertation

DOC 742 ~ 3 credits

Doctoral Project IV

Annual Renewal Residency

Students may be required to complete DOC 741R (2-credit course) in addition to the required Doctoral Residency courses. Enrollment in DOC 741R is required only when a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.

DOC 741R 2 credits

Annual Renewal Residency

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program.

Students have the option to complete the A or A and B courses for either DOC 741 and/or DOC 742 to ensure that all programmatic requirements and approvals have been met.

Seminar II Extension

DOC 787 ~ 0 credits

Concept Continuing Enrollment I

DOC 788 ~ 1 credit

Concept Continuing Enrollment II

Dissertation Extension

DOC 741A ~ 3 credits

Doctoral Dissertation

DOC 741B ~ 3 credits

Doctoral Dissertation

DOC 887 ~ 0 credits

Dissertation Continuing Enrollment I

DOC 888 ~	1 credit
Dissertation Continuing Enrollment II	
DOC 889 ~	0 credits
Dissertation Continuing Enrollment I	
DOC 890 ~	1 credit
Dissertation Continuing Enrollment II	
DOC 891 ~	0 credits
Dissertation Continuing Enrollment I	
DOC 892 ~	1 credit
Dissertation Continuing Enrollment II	

Project Extension

DOC 742A ~	3 credits
Doctoral Project IV	
DOC 742B ~	3 credits
Doctoral Project IV	
DOC 987 ~	0 credits
Project Continuing Enrollment I	
DOC 988 ~	1 credit
Project Continuing Enrollment II	
DOC 989 ~	0 credits
Project Continuing Enrollment I	
DOC 990 ~	1 credit
Project Continuing Enrollment II	
DOC 991 ~	0 credits
Project Continuing Enrollment I	
DOC 992 ~	1 credit
Project Continuing Enrollment II	

Students may be required to complete DOC 741B and DOC 742B until all programmatic requirements and approvals have been met. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the DM/IST

All applicants are expected to meet the following admissions requirements:

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e. - JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 for all graduate coursework on the graduate degree posted transcript is required for admission.
- Current or a record of past employment in supervisory or management position is required for admission.

Degree Requirements for the DM/IST

- A minimum of 62 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 via SAC appeal must submit a letter from their chair stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted.
- Students must successfully complete all credit and non-credit bearing degree requirements, including a completed dissertation approved by the Dean, prior to commencement eligibility.
- Specializations are reflected on the transcript only and will not appear on the diploma.
- The diploma awarded for this program will read as: Doctor of Management

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 720R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
- Students may have only one incomplete grade on their records at a time.
- Students must receive approval for each step prior to moving to subsequent steps in the dissertation process in the following order: Concept Review, Quality Review (QRM), Institutional Review Board (IRB), Quality Final Institutional Review (QRF), Oral Defense.
- Students must be enrolled in the appropriate concept, project, or dissertation course to submit to Concept Review, QRM, QRF, and complete the Oral Defense.
- Students must submit and receive written approval of the dissertation precis paper as a completion requirement for DOC 720R Doctoral Seminar I.
- Students who do not receive written approval of the dissertation precis paper will complete a seminar to work on and improve the precis paper for resubmission and approval.
- Concept review approval prior to enrollment in DOC 741.
- Quality review of dissertation proposal approval prior to enrollment in DOC 742.
- Quality review of proposal approval must be renewed if the final dissertation is not approved within 2 years of the approval date.
- Quality final Institutional review of dissertation during DOC 742.
- Enrollment in DOC 741R is required only when a student has not completed his or her dissertation within 12 months of achieving candidacy. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.
- Students who would like to repeat DOC 741R may repeat the course.

Academic Standing and Scholastic Disqualification for the DM/

IST

- Scholastic Disqualification courses and minimum grade requirements are included below and students who fail to meet the minimum grade may only repeat the course 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 program.
Students are required to achieve a minimum grade of "B" in the following course: DOC 700
Students are required to achieve a minimum grade of "B-" in the following course: DOC 720R
- All credit-bearing courses, with the exception of DOC 700 and courses that are outlined in the syllabus as Pass/Fail, 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.

Residency Requirements and Course Waivers for the DM/IST

- Students must meet established University residency requirement for degree conferral. The University requires that 23 credits in the Required Course of Study, must be completed at University of Phoenix.
- 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 741R, a two-credit, three-day weekend residency course. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.
- Students may waive a maximum of 39 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, students must have completed a previous course that meets the following criteria:
 - The course must have been completed and transcribed from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
 - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses may not be waived: DOC 700, DOC 705R, DOC 720R, DOC 723, DOC 733R, DOC 734R, DOC 741, DOC 741R, DOC 742, LDR 711A
- The dissertation may not be waived.

Re-entry for the DM/IST

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry.
- Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

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 representative for more information.

The mission of the Doctor of Business Administration degree program is to empower business administration practitioners to become business subject experts, organizational leaders, and industry pioneers who create unique, value-added contributions to the existing body of knowledge and society by expanding their organizational vision, theoretical foundations of strategy, global business, research methodology, and cultural diversity.

For more information about our graduation 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>.

DBA Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Doctoral Foundations, 4 total credits

DOC 700 1 credit
Developing the Doctoral Identity

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 709 ~ 3 credits

Research Conceptualization and Design	
RES 710 ~	3 credits
Statistical Research Methods and Design I	
Advanced Research Design, 6 total credits	
RES 720 ~	3 credits
Statistical Research Methods and Design II	
RES 724 ~	3 credits
Qualitative Methods and Design	
Issues in Advanced Business Leadership, 6 total credits	
LDR 722 ~	3 credits
Ethical Leadership and the Legal Landscape in the Global Environment	
BUS 721 ~.....	3 credits
Issues in Optimizing Operations	
Doctoral Residencies, 10 total credits	
DOC 705R ~.....	3 credits
Creative and Critical Thinking	
DOC 720R ~.....	2 credits
Doctoral Seminar I	
DOC 733R ~.....	3 credits
Doctoral Seminar III	
DOC 734R ~.....	2 credits
Doctoral Seminar IV	
Advanced Inquiry in Business Analysis and Leadership, 6 total credits	
LDR 731 ~	3 credits
Contemporary Issues in Leadership	
BUS 733 ~.....	3 credits
Transforming the Business	
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 723 ~	3 credits
Doctoral Seminar II	
DOC 741 ~	3 credits
Doctoral Dissertation	
DOC 742 ~	3 credits
Doctoral Project IV	

Annual Renewal Residency

Students may be required to complete DOC 741R (2-credit course) in addition to the required Doctoral Residency courses. Enrollment in DOC 741R is required only when a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.

DOC 741R..... 2 credits

Annual Renewal Residency

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 741 and/or DOC 742 to ensure that all programmatic requirements and approvals have been met.

Seminar II Extension

DOC 787 ~..... 0 credits

Concept Continuing Enrollment I

DOC 788 ~..... 1 credit

Concept Continuing Enrollment II

Dissertation Extension

DOC 741A ~..... 3 credits

Doctoral Dissertation

DOC 741B ~..... 3 credits

Doctoral Dissertation

DOC 887 ~..... 0 credits

Dissertation Continuing Enrollment I

DOC 888 ~..... 1 credit

Dissertation Continuing Enrollment II

DOC 889 ~..... 0 credits

Dissertation Continuing Enrollment I

DOC 890 ~..... 1 credit

Dissertation Continuing Enrollment II

DOC 891 ~..... 0 credits

Dissertation Continuing Enrollment I

DOC 892 ~..... 1 credit

Dissertation Continuing Enrollment II

Project Extension

DOC 742A ~..... 3 credits

Doctoral Project IV

DOC 742B ~..... 3 credits

Doctoral Project IV

DOC 987 ~..... 0 credits

Project Continuing Enrollment I

DOC 988 ~..... 1 credit

Project Continuing Enrollment II

DOC 989 ~..... 0 credits

Project Continuing Enrollment I

DOC 990 ~..... 1 credit

Project Continuing Enrollment II

DOC 991 ~..... 0 credits

Project Continuing Enrollment I

DOC 992 ~ 1 credit

Project Continuing Enrollment II

Students may be required to complete DOC 741B and DOC 742B until all programmatic requirements and approvals have been met. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the DBA

All applicants are expected to meet the following admissions requirements:

- A graduate degree in business, management or business administration from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students who do not have a graduate degree in either business, management or business administration may be admitted if they meet all other requirements for admission and have official transcripts listing three (3) graduate credits in each of the following subjects from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent recognized foreign institution:
 - Finance for Managerial Decision Making
 - Human Relations and Organizational Behavior
 - Marketing Management
 - Strategy Formulation and Implementation
- A cumulative grade point average (GPA) of 3.0 for all graduate coursework on the graduate degree posted transcript is required for admission.
- Current or a record of past employment in supervisory or management position is required for admission.

Degree Requirements for the DBA

- A minimum of 62 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 via SAC appeal must submit a letter from their chair stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
- The diploma awarded for this program will read as:
Doctor of Business Administration

Academic Progression for the DBA

Students are subject to the following academic progression requirements:

- Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 720R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
- Students may have only one incomplete grade on their records at a time.
- Students must receive approval for each step prior to moving to subsequent steps in the dissertation process in the following order: Concept Review, Quality Review (QRM), Institutional Review Board (IRB), Quality Final Institutional Review (QRF), Oral Defense.
- Students must be enrolled in the appropriate concept, project, or dissertation course to submit to Concept Review, QRM, QRF, and complete the Oral Defense.
- Students must submit and receive written approval of the dissertation precis paper as a completion requirement for DOC 720R Doctoral Seminar I.
- Students who do not receive written approval of the dissertation precis paper will complete a seminar to work on and improve the precis paper for resubmission and approval.
- Concept review approval prior to enrollment in DOC 741.
- Quality review of dissertation proposal approval prior to enrollment in DOC 742.
- Quality review of proposal approval must be renewed if the final dissertation is not approved within 2 years of the approval date.
- Quality final Institutional review of dissertation during DOC 742.
- Enrollment in DOC 741R is required only when a student has not completed his or her dissertation within 12 months of achieving candidacy. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.
- Students who would like to repeat DOC 741R may repeat the course.

Academic Standing and Minimum Grade Requirements for the DBA

- Scholastic Disqualification courses and minimum grade requirements are included below and students who fail to meet the minimum grade may only repeat the course 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 program.
Students are required to achieve a minimum grade of "B" in the following course: DOC 700
Students are required to achieve a minimum grade of "B-" in the following course: DOC 720R
- All credit-bearing courses, with the exception of DOC 700 and courses that are outlined in the syllabus as Pass/Fail, 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.

Residency Requirements and Course Waivers for the DBA

- Students must meet established University residency requirement for degree conferral. The University requires that 23 credits in the Required Course of Study, must be completed at University of Phoenix.
- 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 741R, a two-credit, three-day weekend residency course. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.
- Students may waive a maximum of 39 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, 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: DOC 700, DOC 705R, DOC 720R, DOC 723, DOC 733R, DOC 734R, DOC 741, DOC 741R, DOC 742, LDR 711A
- The dissertation may not be waived.

Re-entry for the DBA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry.
- Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Doctor of Health Administration

The following Doctor of Health Administration (DHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The mission of the Doctor of Health Administration degree pro-

gram is to develop healthcare leaders by educating them in the areas of active inquiry, critical thought, and scholarly dialogue. The program prepares students from diverse backgrounds to:

- lead and meet the demands of rapidly changing healthcare organizations;
- shape the structure of complex health systems and their future evolution;
- contribute to the existing body of knowledge through publication of innovative and timely research in well-respected, peer reviewed journals and presentations at reputable conferences

For more information about our graduation 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>.

DHA Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Doctoral Foundations, 4 total credits

DOC 700.....	1 credit
Developing the Doctoral Identity	

LDR 711A ~	3 credits
Leadership Theory and Practice	

Foundations in Health Care Administration, 6 total credits

DHA 711 ~	3 credits
Administration of Complex Health Care Systems	
DHA 715 ~	3 credits

Risk Management in Complex Health Organizations

Research Foundations, 6 total credits

RES 709 ~	3 credits
Research Conceptualization and Design	
RES 710 ~	3 credits

Statistical Research Methods and Design I

Advanced Research Design, 6 total credits

RES 720 ~	3 credits
Statistical Research Methods and Design II	
RES 724 ~	3 credits

Qualitative Methods and Design

Advanced Leadership Issues in Health Care Administration, 9 total credits

DHA 721 ~	3 credits
Health Care Economics	
DHA 722 ~	3 credits
Policy and Regulation in Health Care	
<i>Students must choose one of the following:</i>	
DHA 723 ~	3 credits
Executive Information Systems	
DHA 724 ~	3 credits
Globalization of Health Care	
DHA 714 ~	3 credits
Health Care Marketing	

Doctoral Residencies, 10 total credits

DOC 705R ~	3 credits
Creative and Critical Thinking	
DOC 720R ~	2 credits
Doctoral Seminar I	
DOC 733R ~	3 credits
Doctoral Seminar III	
DOC 734R ~	2 credits
Doctoral Seminar IV	

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 723 ~	3 credits
Doctoral Seminar II	
DOC 741 ~	3 credits
Doctoral Dissertation	
DOC 742 ~	3 credits
Doctoral Project IV	

Annual Renewal Residency

Students may be required to complete DOC 741R (2-credit course) in addition to the required Doctoral Residency courses. Enrollment in DOC 741R is required only when a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.

DOC 741R	2 credits
Annual Renewal Residency	

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program.

Students have the option to complete the A or A and B courses for either DOC 741 and/or DOC 742 to ensure that all programmatic requirements and approvals have been met.

Seminar II Extension

DOC 787 ~.....	0 credits
Concept Continuing Enrollment I	
DOC 788 ~.....	1 credit
Concept Continuing Enrollment II	

Dissertation Extension

DOC 741A ~.....	3 credits
Doctoral Dissertation	
DOC 741B ~.....	3 credits
Doctoral Dissertation	
DOC 887 ~.....	0 credits
Dissertation Continuing Enrollment I	
DOC 888 ~.....	1 credit
Dissertation Continuing Enrollment II	
DOC 889 ~.....	0 credits
Dissertation Continuing Enrollment I	
DOC 890 ~.....	1 credit
Dissertation Continuing Enrollment II	
DOC 891 ~.....	0 credits
Dissertation Continuing Enrollment I	
DOC 892 ~.....	1 credit
Dissertation Continuing Enrollment II	

Project Extension

DOC 742A ~.....	3 credits
Doctoral Project IV	
DOC 742B ~.....	3 credits
Doctoral Project IV	
DOC 987 ~.....	0 credits
Project Continuing Enrollment I	
DOC 988 ~.....	1 credit
Project Continuing Enrollment II	
DOC 989 ~.....	0 credits
Project Continuing Enrollment I	
DOC 990 ~.....	1 credit
Project Continuing Enrollment II	
DOC 991 ~.....	0 credits
Project Continuing Enrollment I	
DOC 992 ~.....	1 credit
Project Continuing Enrollment II	

Students may be required to complete DOC 741B and DOC 742B 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 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 for all graduate coursework on the graduate degree posted transcript is required for admission.
- Current or a record of past employment in supervisory or management position is required for admission.

Degree Requirements for the DHA

- A minimum of 62 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 via SAC appeal must submit a letter from their chair stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted.
- 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 720R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
- Students may have only one incomplete grade on their records at a time.
- Students must receive approval for each step prior to moving to subsequent steps in the dissertation process in the following order: Concept Review, Quality Review (QRM), Institutional Review Board (IRB), Quality Final Institutional Review (QRF), Oral Defense.
- Students must be enrolled in the appropriate concept, project, or dissertation course to submit to Concept Review, QRM, QRF, and complete the Oral Defense.
- Students must submit and receive written approval of the dissertation precis paper as a completion requirement for DOC 720R Doctoral Seminar I.
- Students who do not receive written approval of the dissertation precis paper will complete a seminar to work on and improve the precis paper for resubmission and approval.
- Concept review approval prior to enrollment in DOC 741.
- Quality review of dissertation proposal approval prior to enrollment in DOC 742.

- Quality review of proposal approval must be renewed if the final dissertation is not approved within 2 years of the approval date.
- Quality final Institutional review of dissertation during DOC 742.
- Enrollment in DOC 741R is required only when a student has not completed his or her dissertation within 12 months of achieving candidacy. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.
- Students who would like to repeat DOC 741R may repeat the course.

Academic Standing and Minimum Grade Requirements for the DHA

- Scholastic Disqualification courses and minimum grade requirements are included below and students who fail to meet the minimum grade may only repeat the course 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 program.
Students are required to achieve a minimum grade of "B" in the following course: DOC 700
Students are required to achieve a minimum grade of "B-" in the following course: DOC 720R
- All credit-bearing courses, with the exception of DOC 700 and courses that are outlined in the syllabus as Pass/Fail, 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.

Residency Requirements and Course Waivers for the DHA

- Students must meet established University residency requirement for degree conferral. The University requires that 23 credits in the Required Course of Study, must be completed at University of Phoenix.
- 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 741R, a two-credit, three-day weekend residency course. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.
- Students may waive a maximum of 39 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, students must have completed a previous course that meets the following criteria:
 - The course must have been completed and transcribed from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
 - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses may not be waived: DOC 700, DOC 705R, DOC 720R, DOC 723, DOC 733R, DOC 734R, DOC 741, DOC 741R, DOC 742, LDR 711A
- The dissertation may not be waived.

Re-entry for the DHA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry.
- Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Doctor of Education in Educational Leadership

The following Doctor of Education in Educational Leadership (EdD) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The mission of the Doctor of Education in Educational Leadership degree program is to prepare students and professionals to become effective leaders who value diversity and academic integrity and have the competencies essential for shaping the future within complex educational environments. The program promotes a commitment to fostering innovation, collaboration, scholarship, and service. Throughout the program students will be educated in the concepts, knowledge and skills necessary to make valuable contributions to the field of education and society.

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

EdD Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Doctoral Foundations, 4 total credits

- DOC 700 1 credit
Developing the Doctoral Identity
LDR 711A 3 credits
Leadership Theory and Practice

Foundations in Education, 9 total credits

- EDD 711 ~ 3 credits
Social Contexts and Contemporary Issues
EDD 712 ~ 3 credits
Leadership in Contemporary Organizations
EDD 714 ~ 3 credits
Comparative Models of Educational Environments

Research Foundations, 6 total credits

- RES 709 ~ 3 credits
Research Conceptualization and Design
RES 710 ~ 3 credits
Statistical Research Methods and Design I

Advanced Research Design, 6 total credits

- RES 720 ~ 3 credits
Statistical Research Methods and Design II
RES 724 ~ 3 credits
Qualitative Methods and Design

Ethics, Leadership, and Values in Education, 9 total credits

- EDD 722 ~ 3 credits
The Legal Context of Education
EDD 723 ~ 3 credits
Ethics and Values in Learning Organizations
EDD 724 ~ 3 credits
Instructional Leadership

Doctoral Residencies, 10 total credits

- DOC 705R ~ 3 credits
Creative and Critical Thinking
DOC 720R ~ 2 credits
Doctoral Seminar I
DOC 733R ~ 3 credits
Doctoral Seminar III
DOC 734R ~ 2 credits
Doctoral Seminar IV

Advanced Inquiry in Education, 6 total credits

- EDD 731 ~ 3 credits
The Economics of Education
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 723 ~ 3 credits

Doctoral Seminar II

DOC 741 ~ 3 credits

Doctoral Dissertation

DOC 742 ~ 3 credits

Doctoral Project IV

Annual Renewal Residency

Students may be required to complete DOC 741R (2-credit course) in addition to the required Doctoral Residency courses. Enrollment in DOC 741R is required only when a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.

DOC 741R 2 credits

Annual Renewal Residency

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program.

Students have the option to complete the A or A and B courses for either DOC 741 and/or DOC 742 to ensure that all programmatic requirements and approvals have been met.

Seminar II Extension

DOC 787 ~ 0 credits

Concept Continuing Enrollment I

DOC 788 ~ 1 credit

Concept Continuing Enrollment II

Dissertation Extension

DOC 741A ~ 3 credits

Doctoral Dissertation

DOC 741B ~ 3 credits

Doctoral Dissertation

DOC 887 ~ 0 credits

Dissertation Continuing Enrollment I

DOC 888 ~ 1 credit

Dissertation Continuing Enrollment II

DOC 889 ~ 0 credits

Dissertation Continuing Enrollment I

DOC 890 ~ 1 credit

Dissertation Continuing Enrollment II

DOC 891 ~ 0 credits

Dissertation Continuing Enrollment I

DOC 892 ~ 1 credit

Dissertation Continuing Enrollment II

Project Extension

DOC 742A ~ 3 credits

Doctoral Project IV

DOC 742B ~ 3 credits

Doctoral Project IV

DOC 987 ~ 0 credits

Project Continuing Enrollment I

DOC 988 ~ 1 credit

Project Continuing Enrollment II

DOC 989 ~ 0 credits

Project Continuing Enrollment I

DOC 990 ~ 1 credit

Project Continuing Enrollment II

DOC 991 ~ 0 credits

Project Continuing Enrollment I

DOC 992 ~ 1 credit

Project Continuing Enrollment II

Students may be required to complete DOC 741B and DOC 742B until all programmatic requirements and approvals have been met. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the EdD

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 for all graduate coursework on the graduate degree posted transcript is required for admission.
- Current or a record of past employment in supervisory or management position is required for admission.

Degree Requirements for the EdD

- A minimum of 62 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 via SAC appeal must submit a letter from their Chair stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
- Specializations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
Doctor of Education

Academic Progression Requirements for the EdD

Students are subject to the following academic progression require-

ments:

- 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 720R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
- Students may have only one incomplete grade on their records at a time.
- Students must receive approval for each step prior to moving to subsequent steps in the dissertation process in the following order: Concept Review, Quality Review (QRM), Institutional Review Board (IRB), Quality Final Institutional Review (QRF), Oral Defense.
- Students must be enrolled in the appropriate concept, project, or dissertation course to submit to Concept Review, QRM, QRF, and complete the Oral Defense.
- Students must submit and receive written approval of the dissertation precis paper as a completion requirement for DOC 720R Doctoral Seminar I.
- Students who do not receive written approval of the dissertation precis paper will complete a seminar to work on and improve the precis paper for resubmission and approval.
- Concept review approval prior to enrollment in DOC 741.
- Quality review of dissertation proposal approval prior to enrollment in DOC 742.
- Quality review of proposal approval must be renewed if the final dissertation is not approved within 2 years of the approval date.
- Quality final Institutional review of dissertation during DOC 742.
- Enrollment in DOC 741R is required only when a student has not completed his or her dissertation within 12 months of achieving candidacy. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.
- Students who would like to repeat DOC 741R may repeat the course.

Academic Standing and Minimum Grade Requirements for the EdD

- Scholastic Disqualification courses and minimum grade requirements are included below and students who fail to meet the minimum grade may only repeat the course 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 program.
Students are required to achieve a minimum grade of "B" in the following course: DOC 700
Students are required to achieve a minimum grade of "B-" in the following course: DOC 720R
- All credit-bearing courses, with the exception of DOC 700 and courses that are outlined in the syllabus as Pass/Fail, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

Residency Requirements and Course Waivers for the EdD

Students must meet established University residency requirement for degree conferral. The University requires that 23 credits in the Required Course of Study, must be completed at UOPX.

Additionally, 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 741R, a two-credit, three-day weekend residency course. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.

Students may waive a maximum of 39 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, students must have completed a previous course that meets the following criteria:

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

The following courses may not be waived: DOC 700, DOC 705R, DOC 720R, DOC 723, DOC 733R, DOC 734R, DOC 741, DOC 741R, DOC 742, LDR 711A

The dissertation may not be waived.

Re-entry for the EdD

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry.
- Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

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 representative for more information.

The mission of the Doctor of Education in Educational Leadership degree program is to prepare students and professionals to become effective leaders who value diversity and academic integrity and have the competencies essential for shaping the future within complex educational environments. The program promotes a commitment to fostering innovation, collaboration, scholarship, and service. Throughout the program students will be educated in the concepts, knowledge and skills necessary to make valuable contributions to the field of education and society.

For more information about our graduation 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. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Doctoral Foundations, 4 total credits

DOC 700 ~	1 credit
Developing the Doctoral Identity	
LDR 711A ~	3 credits
Leadership Theory and Practice	

Foundations of Curriculum and Instruction in Education, 9 total credits

EDD 711 ~	3 credits
Social Contexts and Contemporary Issues	
EDD 724 ~	3 credits
Instructional Leadership	
CUR 713 ~	3 credits
Curriculum, Developmental, and Learning Theories	

Research Foundations, 6 total credits

RES 709 ~	3 credits
Research Conceptualization and Design	
RES 710 ~	3 credits
Statistical Research Methods and Design I	

Advanced Research Design, 6 total credits

RES 720 ~	3 credits
Statistical Research Methods and Design II	
RES 724 ~	3 credits
Qualitative Methods and Design	

Principles and Practices in Curriculum and Instruction, 9 total credits

CUR 721 ~	3 credits
Curriculum Design	
CUR 722 ~	3 credits
Instructional Models	
CUR 723 ~	3 credits

Assessment of Student Learning

Doctoral Residencies, 10 total credits

DOC 705R ~	3 credits
Creative and Critical Thinking	
DOC 720R ~	2 credits
Doctoral Seminar I	
DOC 733R ~	3 credits
Doctoral Seminar III	
DOC 734R ~	2 credits
Doctoral Seminar IV	

Advanced Inquiry in Curriculum Leadership, 6 total credits

CUR 731 ~	3 credits
Supervision of Curriculum and Instruction	
CUR 732 ~	3 credits
Program Evaluation	

Advanced Research Analysis, 3 total credits

RES 725 ~	3 credits
Descriptive and Comparative Data Analysis	
RES 726 ~	3 credits
Correlational Methods of Analysis	
RES 727 ~	3 credits
Approaches to Phenomenological Inquiry and Data Analysis	
RES 728 ~	3 credits
Qualitative Case Study	
RES 729 ~	3 credits
Ethnomethodology and the Study of Culture	
RES 745 ~	3 credits
Grounded Theory Methods	
RES 746 ~	3 credits
Mixed Methods	

Dissertation, 9 total credits

DOC 723 ~	3 credits
Doctoral Seminar II	
DOC 741 ~	3 credits
Doctoral Dissertation	
DOC 742 ~	3 credits
Doctoral Project IV	

Annual Renewal Residency

Students may be required to complete DOC 741R (2-credit course) in addition to the required Doctoral Residency courses. Enrollment in DOC 741R is required only when a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.

DOC 741R	2 credits
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Annual Renewal Residency

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for

either DOC 741 and/or DOC 742 to ensure that all programmatic requirements and approvals have been met.

Seminar II Extension

DOC 787 ~.....	0 credits
Concept Continuing Enrollment I	
DOC 788 ~.....	1 credit
Concept Continuing Enrollment II	

Dissertation Extension

DOC 741A ~.....	3 credits
Doctoral Dissertation	
DOC 741B ~	3 credits
Doctoral Dissertation	
DOC 887 ~.....	0 credits
Dissertation Continuing Enrollment I	
DOC 888 ~.....	1 credit
Dissertation Continuing Enrollment II	
DOC 889 ~.....	0 credits
Dissertation Continuing Enrollment I	
DOC 890 ~.....	1 credit
Dissertation Continuing Enrollment II	
DOC 891 ~.....	0 credits
Dissertation Continuing Enrollment I	
DOC 892 ~.....	1 credit
Dissertation Continuing Enrollment II	

Project Extension

DOC 742A ~.....	3 credits
Doctoral Project IV	
DOC 742B ~	3 credits
Doctoral Project IV	
DOC 987 ~.....	0 credits
Project Continuing Enrollment I	
DOC 988 ~.....	1 credit
Project Continuing Enrollment II	
DOC 989 ~.....	0 credits
Project Continuing Enrollment I	
DOC 990 ~.....	1 credit
Project Continuing Enrollment II	
DOC 991 ~.....	0 credits
Project Continuing Enrollment I	
DOC 992 ~.....	1 credit
Project Continuing Enrollment II	

Students may be required to complete DOC 741B and DOC 742B until all programmatic requirements and approvals have been met. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the EdD/CI

All applicants are expected to meet the following admissions requirements:

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- A cumulative grade point average (GPA) of 3.0 for all graduate coursework on the graduate degree posted transcript is required for admission.
- Current or a record of past employment in supervisory or management position is required for admission.

Degree Requirements for the EdD/CI

- A minimum of 62 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 via SAC appeal must submit a letter from their Chair stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
- Specializations are reflected on the transcript only and will not appear on the diploma.
- The diploma awarded for this program will read as:
Doctor of Education

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 720R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
- Students may have only one incomplete grade on their records at a time.
- Students must receive approval for each step prior to moving to subsequent steps in the dissertation process in the following order: Concept Review, Quality Review (QRM), Institutional Review Board (IRB), Quality Final Institutional Review (QRF), Oral Defense.
- Students must be enrolled in the appropriate concept, project, or dissertation course to submit to Concept Review, QRM, QRF, and complete the Oral Defense.
- Students must submit and receive written approval of the dissertation precis paper as a completion requirement for DOC 720R Doctoral Seminar I.
- Students who do not receive written approval of the dissertation precis paper will complete a seminar to work on and improve the precis paper for resubmission and approval.
- Concept review approval prior to enrollment in DOC 741.

- Quality review of dissertation proposal approval prior to enrollment in DOC 742.
- Quality review of proposal approval must be renewed if the final dissertation is not approved within 2 years of the approval date.
- Quality final Institutional review of dissertation during DOC 742.
- Enrollment in DOC 741R is required only when a student has not completed his or her dissertation within 12 months of achieving candidacy. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.
- Students who would like to repeat DOC 741R may repeat the course.

Academic Standing and Minimum Grade Requirements for the EdD/CI

- Scholastic Disqualification courses and minimum grade requirements are included below and students who fail to meet the minimum grade may only repeat the course 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 program.

Students are required to achieve a minimum grade of "B" in the following course: DOC 700

Students are required to achieve a minimum grade of "B-" in the following course: DOC 720R

- All credit-bearing courses, with the exception of DOC 700 and courses that are outlined in the syllabus as Pass/Fail, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

Residency Requirements and Course Waivers for the EdD/CI

Students must meet established University residency requirement for degree conferral. The University requires that 23 credits in the Required Course of Study, must be completed at University of Phoenix.

Additionally, 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 741R, a two-credit, three-day weekend residency course. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.

Students may waive a maximum of 39 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, students must have completed a previous course that meets the following criteria:

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

The following courses may not be waived: DOC 700, DOC 705R, DOC 720R, DOC 723, DOC 733R, DOC 734R, DOC 741, DOC 741R, DOC 742, LDR 711A

The dissertation may not be waived.

Re-entry for the EdD/CI

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry.
- Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Doctor of Education in Educational Leadership/ Educational Technology

The following Doctor of Education in Educational Leadership/Educational Technology (EdD/ET) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The mission of the Doctor of Education in Educational Leadership degree program is to prepare students and professionals to become effective leaders who value diversity and academic integrity and have the competencies essential for shaping the future within complex educational environments. The program promotes a commitment to fostering innovation, collaboration, scholarship, and service. Throughout the program students will be educated in the concepts, knowledge and skills necessary to make valuable contributions to the field of education and society.

For more information about our graduation 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. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Doctoral Foundations, 4 total credits

DOC 700 ~.....	1 credit
Developing the Doctoral Identity	

LDR 711A ~.....	3 credits
Leadership Theory and Practice	

Foundations in Educational Leadership and Technology, 9 total credits

EDD 711 ~.....	3 credits
Social Contexts and Contemporary Issues	

CUR 711 ~.....	3 credits
Developmental and Learning Theories	

EDT 711 ~.....	3 credits
Educational Technology Research	

Research Foundations, 6 total credits

RES 709 ~.....	3 credits
Research Conceptualization and Design	

RES 710 ~.....	3 credits
Statistical Research Methods and Design I	

Advanced Research Design, 6 total credits

RES 720 ~.....	3 credits
Statistical Research Methods and Design II	

RES 724 ~.....	3 credits
Qualitative Methods and Design	

Techniques and Practices in Educational Technology, 9 total credits

EDT 721 ~.....	3 credits
Instructional Design	

EDT 722 ~.....	3 credits
Distance Learning	

EDT 723 ~.....	3 credits
Instructional Media and Design Techniques	

Doctoral Residencies, 10 total credits

DOC 705R ~.....	3 credits
Creative and Critical Thinking	

DOC 720R ~.....	2 credits
Doctoral Seminar I	

DOC 733R ~.....	3 credits
Doctoral Seminar III	

DOC 734R ~.....	2 credits
Doctoral Seminar IV	

Advanced Inquiry in Educational Technology Leadership, 6 total credits

EDT 732 ~.....	3 credits
Integrating Technology and Curriculum	

EDT 733 ~.....	3 credits
Technology Leadership	

Advanced Research Analysis, 3 total credits

RES 725 ~.....	3 credits
Descriptive and Comparative Data Analysis	

RES 726 ~.....	3 credits
Correlational Methods of Analysis	

RES 727 ~.....	3 credits
Approaches to Phenomenological Inquiry and Data Analysis	

RES 728 ~.....	3 credits
Qualitative Case Study	

RES 729 ~.....	3 credits
Ethnomethodology and the Study of Culture	

RES 745 ~.....	3 credits
Grounded Theory Methods	

RES 746 ~.....	3 credits
Mixed Methods	

Dissertation, 9 total credits

DOC 723 ~.....	3 credits
Doctoral Seminar II	

DOC 741 ~.....	3 credits
Doctoral Dissertation	

DOC 742 ~.....	3 credits
Doctoral Project IV	

Annual Renewal Residency

Students may be required to complete DOC 741R (2-credit course) in addition to the required Doctoral Residency courses. Enrollment in DOC 741R is required only when a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.

DOC 741R	2 credits
Annual Renewal Residency	

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program.

Students have the option to complete the A or A and B courses for either DOC 741 and/or DOC 742 to ensure that all programmatic requirements and approvals have been met.

Seminar II Extension

DOC 787 ~.....	0 credits
Concept Continuing Enrollment I	

DOC 788 ~.....	1 credit
Concept Continuing Enrollment II	

Dissertation Extension

DOC 741A ~.....	3 credits
Doctoral Dissertation	

DOC 741B ~	3 credits
Doctoral Dissertation	

DOC 887 ~.....	0 credits
Dissertation Continuing Enrollment I	

DOC 888 ~.....	1 credit
Dissertation Continuing Enrollment II	

Dissertation Continuing Enrollment II	
DOC 889 ~	0 credits
Dissertation Continuing Enrollment I	
DOC 890 ~	1 credit
Dissertation Continuing Enrollment II	
DOC 891 ~	0 credits
Dissertation Continuing Enrollment I	
DOC 892 ~	1 credit
Dissertation Continuing Enrollment II	
Project Extension	
DOC 742A ~	3 credits
Doctoral Project IV	
DOC 742B ~	3 credits
Doctoral Project IV	
DOC 987 ~	0 credits
Project Continuing Enrollment I	
DOC 988 ~	1 credit
Project Continuing Enrollment II	
DOC 989 ~	0 credits
Project Continuing Enrollment I	
DOC 990 ~	1 credit
Project Continuing Enrollment II	
DOC 991 ~	0 credits
Project Continuing Enrollment I	
DOC 992 ~	1 credit
Project Continuing Enrollment II	

Students may be required to complete DOC 741B and DOC 742B until all programmatic requirements and approvals have been met. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the EdD/ET

All applicants are expected to meet the following 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 for all graduate coursework on the graduate degree posted transcript is required for admission.
- Current or a record of past employment in supervisory or management position is required for admission.

Degree Requirements for the EdD/ET

- A minimum of 62 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 via SAC appeal must submit a letter from their Chair stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
- Specializations are reflected on the transcript only and will not appear on the diploma.
- The diploma awarded for this program will read as:
Doctor of Education

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 720R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
- Students may have only one incomplete grade on their records at a time.
- Students must receive approval for each step prior to moving to subsequent steps in the dissertation process in the following order: Concept Review, Quality Review (QRM), Institutional Review Board (IRB), Quality Final Institutional Review (QRF), Oral Defense.
- Students must be enrolled in the appropriate concept, project, or dissertation course to submit to Concept Review, QRM, QRF, and complete the Oral Defense.
- Students must submit and receive written approval of the dissertation precis paper as a completion requirement for DOC 720R Doctoral Seminar I.
- Students who do not receive written approval of the dissertation precis paper will complete a seminar to work on and improve the precis paper for resubmission and approval.
- Concept review approval prior to enrollment in DOC 741.
- Quality review of dissertation proposal approval prior to enrollment in DOC 742.
- Quality review of proposal approval must be renewed if the final dissertation is not approved within 2 years of the approval date.
- Quality final Institutional review of dissertation during DOC 742.
- Enrollment in DOC 741R is required only when a student has not completed his or her dissertation within 12 months of achieving candidacy. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.
- Students who would like to repeat DOC 741R may repeat the course.

Academic Standing and Minimum Grade Requirements for the

EdD/ET

- Scholastic Disqualification courses and minimum grade requirements are included below and students who fail to meet the minimum grade may only repeat the course 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 program.
Students are required to achieve a minimum grade of "B" in the following course: DOC 700
Students are required to achieve a minimum grade of "B-" in the following course: DOC 720R
- All credit-bearing courses, with the exception of DOC 700 and courses that are outlined in the syllabus as Pass/Fail, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

Residency Requirements and Course Waivers for the EdD/ET

Students must meet established University residency requirement for degree conferral. The University requires that 23 credits in the Required Course of Study, must be completed at University of Phoenix.

- 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 741R, a two-credit, three-day weekend residency course. Candidacy begins when a student has successfully completed a minimum of 53 credits in the required course of study including DOC 733R, DOC 734R, and an advanced research analysis elective course.

Students may waive a maximum of 39 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, 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: DOC 700, DOC 705R, DOC 720R, DOC 723, DOC 733R, DOC 734R, DOC 741, DOC 741R, DOC 742, LDR 711A

The dissertation may not be waived.

Re-entry for the EdD/ET

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry.
- Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

PROFESSIONAL PROGRAMS

CREDIT-BEARING CERTIFICATE PROGRAMS

The University of Phoenix offers Professional Certificate programs to organizations and individuals with professional development or specialized training needs. The programs effectively blend theory and practice, enabling the individual to rapidly become a more effective manager or specialist.

Certificate programs are currently available in several fields: technology, education, call center professional, human resource management, health care, and project management.

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

Admission Requirements

All applicants are expected to meet the following admission requirements:

- A completed and signed certificate application and application fee
- Applicants whose native language is not English must have either:
 - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
-or-
 - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
-or-
 - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
-or-
 - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
-or-
 - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
-or-
 - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
 - The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
 - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
 - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
 - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
 - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
 - Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
 - Applicants who reside in the United States must meet one of the following requirements:
 - Be a legal resident of the United States
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
 - Have been granted asylum or refugee status.
 - Applicants who reside in Canada must meet one of the following requirements:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A signed Enrollment/Disclosure Agreement.
 - Completion of any state-specific required documents or forms.
 - Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
 - Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

- Students are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean

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

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

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

- Full and part-time students enrolled in a college, university or other institution of higher learning in Massachusetts must participate in a school sponsored health insurance plan, or an alternate plan with comparable coverage. All full and part-time students attending a Massachusetts local campus must complete the Student Health Insurance Plan Enrollment/Acknowledgement form indicating either that they have either enrolled in the University's sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not complete the Enrollment/Acknowledgement form each calendar year may not enroll in further courses until the form has been completed and the student has appropriate health insurance coverage.

Students who begin their studies at campuses located in Hawaii are required to submit immunization information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

The Hawaii State Department of Health requires that all students attending school at a campus in this state who were born after December 31, 1956, be immunized for measles-mumps-rubella (MMR). Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

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

- A 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 SCHOOL OF BUSINESS - UNDERGRADUATE

Hospitality Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Hospitality Management certificate will prepare students for careers in the hospitality industry. The program emphasizes the development of skills in hospitality leadership and development; service operations management; managing information technology within hospitality; data analysis for decision-making within hospitality; and strategy revenue management. Upon completion of this program students will possess the knowledge and skills needed to become leaders in the hospitality 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/cert-hpm>.

Program Category Requirements and Prerequisites for the CERT/HPM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Introductory Course, 3 total credits

HM 370 3 credits

Hospitality Management

Hospitality Management Electives, 12 total credits

BIS 303 ~ 3 credits

Managing Information Technology in the Hospitality Industry

ISCOM 386 ~ 3 credits

Service Operations Management

MGT 314 ~ 3 credits

Hospitality Entrepreneurship

REV 400 ~ 3 credits

Introduction to Revenue Management

REV 405 ~ 3 credits

Hospitality Pricing and Yield Management

REV 410 ~ 3 credits

Revenue Management Strategy and Implementation

HM 482 ~ 3 credits

Hospitality Analytics for Decision Making

MGT 455 ~ 3 credits

Risk Management in the Hospitality Industry

MKT 444 ~ 3 credits

Hospitality Marketing

Hospitality Decision Analysis Capstone, 3 total credits

HM 475 ~ 3 credits

Hospitality Decision Analysis

HM 476 ~ 3 credits

Hospitality Decision Analysis Applied Capstone

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

Additional Admission Requirements for the CERT/HPM

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

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have 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.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for 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, 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.

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: HM 475, HM 476

Applied Capstone Policies

- Students in this program may elect to complete a Hospitality Decision Analysis Applied Capstone course, HM 476, to coincide with a real-world applied capstone location. The applied capstone course is 5 weeks in length and the access to the real-world applied capstone location must be a minimum of 5 weeks in length to coincide with the Hospitality Decision Analysis Applied Capstone course.
- Students must meet the following requirements prior to enrolling in HM 476:
 - Must be in good academic standing. Good academic standing is defined as not on academic probation, academic disqualification, and no student code of conduct violation on their record.
 - Must receive campus Academic Affairs approval for the student's selected site.
 - Must successfully complete 15 credits in the CERT/HPM program.
- HM 476 is 5 weeks in length. This course require a minimum of 25 hours, or an average of 5 hours per week at an approved applied capstone location.
- If access to the applied capstone course is cancelled, terminated, or the student self-terminates from the approved applied capstone course location without campus Academic Affairs approval, the student will be withdrawn from class and will be issued a grade of "F" by their faculty member. Student must take HM 475 Hospitality Decision Analysis. Students will not be permitted to have a second attempt at passing the applied capstone course.
- If the applied capstone is not completed with a passing grade, the student must take HM 475 Hospitality Decision Analysis. Students will not be permitted to have a second attempt at passing the applied capstone course.
- At the discretion of the Campus DAA or designee, outstanding student code of conduct issues may prevent a candidate's progression to the applied capstone course until the issue is resolved.
 - The Student Code of Conduct applies to student behavior and actions that occur at the approved real-world applied capstone location.

Re-entry for the CERT/HPM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Retail Fundamentals Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The certificate in Retail Fundamentals focuses on 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 certificate, students will possess the industry-aligned knowledge and skills necessary to be successful professionals in the retail 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/cert-retf>.

Program Category Requirements and Prerequisites for the CERT/RETF

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Introductory Course, 3 total credits

BRM 216 3 credits

Introduction to the Retail Industry

Customer Service Management, 3 total credits

BRM 226 ~ 3 credits

Customer Service Management

Retail Fundamentals Electives, 9 total credits

BRM 236 ~ 3 credits

Sales, Tools, and Strategies

BRM 246 ~ 3 credits

Retail Marketing: Merchandising

BRM 256 ~ 3 credits

Retail Personnel Management

BRM 266 ~ 3 credits

Retail Operations: Supply Management

Leadership and Supervision Capstone, 3 total credits

BRM 276 ~ 3 credits

Leadership and Supervision in Retail Capstone

BRM 277 ~ 3 credits

Leadership and Supervision in Retail Applied Capstone

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

Additional Admission Requirements for the CERT/RETF

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

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Certificate Completion Requirements for the CERT/RETF

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as follows:
Retail Fundamentals (Undergraduate)

Residency Requirements and Course Waivers for the CERT/RETF

Students must meet the 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.

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: BRM 216, BRM 226, BRM 276, BRM 277

Applied Capstone Policies for the CERT/RETF

- Students in this program may elect to complete a Leadership and Supervision within Retail Applied Capstone course, BRM 277, to coincide with a real-world applied capstone location. The applied capstone course is 5 weeks in length and the access to the real-world applied capstone location must be a minimum of 5 weeks in length to coincide with the Leadership and Supervision in Retail Applied Capstone course.
- Students must meet the following requirements prior to enrolling in BRM 277:
 - Must be in good academic standing. Good academic standing is defined as not on academic probation, academic disqualification, and no student code of conduct violation on their record.
 - Must receive campus Academic Affairs approval for the student's selected site.
- BRM 277 is 5 weeks in length. This course require a minimum of 25 hours, or an average of 5 hours per week at an approved location.
- If access to the applied capstone course is cancelled, terminated, or the student self-terminates the approved applied capstone course location without campus Academic Affairs approval, the student will be withdrawn from class and will be issued a grade of "F" by their faculty member. Student must take BRM 276 Leadership and Supervision in Retail Capstone. Students will not be permitted to have a second attempt at passing the applied capstone course.
- If the applied capstone is not completed with a passing grade, the student must take BRM 276 Leadership and Supervision in Retail Capstone. Students will not be permitted to have a second attempt at passing the applied capstone course.
- At the discretion of the Campus DAA or designee, outstanding student code of conduct issues may prevent a candidate's progression to the applied capstone course experience until the issue is resolved.
 - The Student Code of Conduct applies to student behavior and actions that occur at the approved real-world applied capstone location.

Re-entry for the CERT/RETF

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Hospitality Fundamentals Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Certificate in Hospitality Fundamentals helps students build a foundation of knowledge in an array of food service, lodging management, and tourism industry settings. The courses emphasize the development of leadership competencies and management practices that are valued in today's hospitality industry.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will explain concepts and principles of hospitality service excellence.
- Students will apply concepts and principles of hospitality management to hospitality operations.
- Students will describe key operational functions vital to the hospitality business.
- Students will recognize the unique characteristics associated with the hospitality industry.
- Students will explain the role quality management plays in building effective teams in the hospitality industry.

Preferred Sequence for the CERT/HF

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HTT 201 3 credits

Introduction to Hospitality

HTT 251 ~..... 3 credits

Hospitality Operations

HTT 231 ~..... 3 credits

Finance for Hospitality Professionals

Hospitality Fundamentals Certificate Electives (Choose 3)

HTT 211 ~..... 3 credits

Hospitality, Travel, and Tourism, Supervision

HTT 221 ~..... 3 credits

IT in Hospitality

HTT 241 ~..... 3 credits

Food and Beverage Management

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

Additional Admission Requirements for the CERT/HF

All applicants are expected to meet the following admissions requirements:

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

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

Certificate Completion Requirements for the CERT/HF

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
Hospitality Fundamentals (Undergraduate)

Residency Requirements and Course Waivers for the CERT/HF

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.

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: HTT 201, HTT 231, HTT 251

Re-entry for the CERT/HF

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have

less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Sales Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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.

Required Course of Study for the CERT/SMGT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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 435 ~ 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/SMGT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
 Sales Management (Undergraduate)

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.
- 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 360

Re-entry for the CERT/SMGT

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Supply Chain Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the

Online modality in their state. Please contact your enrollment representative 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.

Required Course of Study for the CERT/SCM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

ISCOM 370	3 credits
Strategic Supply Chain Management	
ISCOM 352 ~.....	3 credits
Logistics Management	
ISCOM 476 ~.....	3 credits
Integrated Supply Chain Applications	
<i>Students must choose 3 of the following:</i>	
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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/SCM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.

- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for 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.
- 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

Re-entry for the CERT/SCM

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without

appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Small Business Management and Entrepreneurship Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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.

Required Course of Study for the CERT/SBE

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 3 credits
Organizational Behavior for Managers

MGT 401 3 credits
The Small Business: Structure, Planning and Funding

MGT 465 ~ 3 credits
Small Business and Entrepreneurial Planning

Students must choose 3 of the following:

OI 370 ~ 3 credits
Innovation for the 21st Century

LDR 300 ~ 3 credits
Innovative Leadership

MGT 418 ~ 3 credits
Evaluating New Business Opportunities

MKT 431 ~ 3 credits
Small Business Marketing

FIN 375 ~ 3 credits
Financial Management in the Small Business

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

Additional Admission Requirements for the CERT/SBE

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/SBE

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for 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.
- 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

Re-entry for the CERT/SBE

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have

less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Operations Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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.

Required Course of Study for the CERT/OPS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

ISCOM 305 3 credits

Systems Operations Management

MGT 420 ~ 3 credits

Managing Quality in the Supply Chain	
ISCOM 374.....	3 credits
Integrated Logistics Management	
<i>Students must choose 3 of the following:</i>	
BIS 375 ~	3 credits
Supply Chain Information Management in Online Environments	
ISCOM 361 ~	3 credits
Purchasing and Procurement	
ISCOM 383 ~	3 credits
Global Value Chain Management	
ISCOM 386 ~	3 credits
Service Operations Management	
ISCOM 472 ~	3 credits
Lean Enterprise	

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

Additional Admission Requirements for the CERT/OPS

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for 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.
- 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

Re-entry for the CERT/OPS

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Marketing Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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.

Required Course of Study for the CERT/MKT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MKT 421	3 credits
Marketing	
MKT 435 ~.....	3 credits
Consumer Behavior	
MKT 498 ~.....	3 credits
Integrated Marketing Strategies	

Students must choose 3 of the following:

BRM 353 ~	3 credits
Product and Brand Management	
MKT 411 ~	3 credits
Green Marketing	
MKT 431 ~.....	3 credits
Small Business Marketing	
MKT 438 ~.....	3 credits
Public Relations	
MKT 441 ~.....	3 credits
Marketing Research	
MKT 444 ~.....	3 credits
Hospitality Marketing	

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

Additional Admission Requirements for the CERT/MKT

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

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

- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MKT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for 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.
- 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

Re-entry for the CERT/MKT

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits

from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Hospitality Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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.

Required Course of Study for the CERT/HPM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/HPM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for 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.
- 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: HM 475

Re-entry for the CERT/HPM

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry. Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Human Resource Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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.

Required Course of Study for the CERT/HRM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HRM 300	3 credits
Fundamentals of Human Resource Management	
MGT 434 ~	3 credits
Employment Law	
HRM 324 ~	3 credits
Total Compensation	
HRM 420 ~	3 credits
Human Resource Risk Management	
HRM 326 ~	3 credits
Employee Development	
HRM 498 ~	3 credits
Strategic Human Resource Management and Emerging Issues	

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

Additional Admission Requirements for the CERT/HRM

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/HRM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for 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.
- 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

Re-entry for the CERT/HRM

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/

restrictions. Re-entry students should consult their Academic Advisor for guidance.

General Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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.

Required Course of Study for the CERT/MGT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 3 credits
Organizational Behavior for Managers

MGT 498 ~ 3 credits
Strategic Management

Students must choose 4 of the following:

ACC 400 ~ 3 credits
Accounting for Decision Making

BRM 353 ~ 3 credits
Product and Brand Management

CPMGT 300 ~ 3 credits
Project Management

FIN 419 ~ 3 credits
Finance for Decision Making

HM 370 ~ 3 credits
Hospitality Management

HRM 300 ~ 3 credits
Fundamentals of Human Resource Management

HRM 326 ~ 3 credits
Employee Development

ISCOM 305 ~ 3 credits
Systems Operations Management

ISCOM 370 ~ 3 credits
Strategic Supply Chain Management

LDR 300 ~ 3 credits
Innovative Leadership

MGT 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 370 ~	3 credits
Innovation for the 21st Century	
MGT 445 ~.....	3 credits
Organizational Negotiations	
MUS 320 ~.....	3 credits
The Music Business Today	

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MGT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for 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.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
 - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

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

- The following course may not be waived: MGT 498

Re-entry for the CERT/MGT

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Project Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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.

Required Course of Study for the CERT/PM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312	3 credits
Organizational Behavior for Managers	
CPMGT 300	3 credits
Project Management	
CPMGT 301 ~	3 credits
Strategic Portfolio and Project Management	
CPMGT 302 ~	3 credits
Procurement and Risk Management	
CPMGT 303 ~	3 credits
Project Estimating and Control Techniques	
CPMGT 305 ~	3 credits
Project Management Capstone	

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

Additional Admission Requirements for the CERT/PM

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/PM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for 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.
- 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

Re-entry for the CERT/PM

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry. Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements /

restrictions. Re-entry students should consult their Academic Advisor for guidance.

Business Administration Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Business Administration certificate is designed for students who want to expand their quantitative skills and deal effectively with an increasingly complex business environment. This program examines the areas of operations management, project management, information systems, accounting, finance, and strategic business decision making.

Required Course of Study for the CERT/BADM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

BIS 320	3 credits
Business Information Systems	
CPMGT 300.....	3 credits
Project Management	
ACC 400 ~	3 credits
Accounting for Decision Making	
ISCOM 305 ~.....	3 credits
Systems Operations Management	
FIN 419 ~	3 credits
Finance for Decision Making	
MGT 448 ~.....	3 credits
Global Business Strategies	

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

Additional Admission Requirements for the CERT/BADM

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/BADM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.

- Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

- The certificate awarded for 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.
- 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

Re-entry for the CERT/BADM

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365

days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Bookkeeping Fundamentals Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Bookkeeping Fundamentals Certificate focuses on the role of accounting in business and management. Students will encounter real-world scenarios where they will use accounting information resources and systems, and present conclusions based on accounting and business data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks.

Required Course of Study for the CERT/BKPN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

BIS 220.....	3 credits
Introduction to Computer Applications and Systems	
QNT 275.....	3 credits
Statistics for Decision Making	
BCOM 230 ~	3 credits
Business Communication for Accountants	
ACC 290 ~.....	3 credits
Principles of Accounting I	
MGT 230 ~	3 credits
Management Theory and Practice	
ACC 291 ~.....	3 credits
Principles of Accounting II	

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

Additional Admission Requirements for the CERT/BKPN

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

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

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

- Successful completion (passing grade) of University of Phoenix mathematics course MAT 116, equivalent or higher.
- Achieve minimum passing score on a UOPX approved placement exam.
- Achieve a passing score on the School of Business math readiness exam. (MyMathTest Assessment - 70%)
- Students who have previously completed a nationally or regionally accredited two year Associate degree or higher will be considered to have demonstrated the basic skills math proficiency.

Certificate Completion Requirements for the CERT/BKPN

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.

- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
Bookkeeping Fundamentals (Undergraduate)

Residency Requirements and Course Waivers for the CERT/BKPN

Students must meet the established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

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.

Re-entry for the CERT/BKPN

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Digital Marketing Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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.

Required Course of Study for the CERT/DMKT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MKT 421	3 credits
Marketing	
MKT 440 ~.....	3 credits
Fundamentals of Digital Marketing	
MKT 498 ~.....	3 credits
Integrated Marketing Strategies	

Students must choose 3 of the following:

MKT 435 ~.....	3 credits
Consumer Behavior	
MKT 443 ~.....	3 credits
Social Media Marketing	
MKT 446 ~.....	3 credits
Search Engine Optimization	
MKT 447 ~.....	3 credits
Advertising and Creativity Strategy	
MKT 448 ~.....	3 credits
Web Analytics for Digital Marketing	
MKT 455 ~.....	3 credits
Internet Marketing	

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

Additional Admission Requirements for the CERT/DMKT

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/DMKT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

- The certificate awarded for 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.
- 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

Re-entry for the CERT/DMKT

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current

in their state or jurisdiction will be required to enroll into the most current version.

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

Financial Planning Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Finance Planning certificate emphasizes fundamental and advanced financial planning concepts, theories, and practices to promote well-informed personal financial decision making. Upon completion of this program, students will be able to examine the areas of personal finance planning, investment analysis and portfolio management, retirement and benefit planning, and insurance planning. Students will integrate advanced topics in financial planning through practical application.

Required Course of Study for the CERT/FINP

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

FIN 370 3 credits
Finance for Business

FIN 420 ~ 3 credits
Personal Financial Planning

FIN 486 ~ 3 credits
Strategic Financial Management

Students must choose 3 of the following:

FIN 366 ~ 3 credits
Financial Institutions

FIN 402 ~ 3 credits
Investment Fundamentals and Portfolio Management

FIN 467 ~ 3 credits
Real Estate Investment

FIN 422 ~ 3 credits
Retirement and Benefit Planning

FIN 428 ~ 3 credits
Insurance for Financial Planning

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

Additional Admission Requirements for the CERT/FINP

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

- Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation 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.
- Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for 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.
- 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: FIN 486

Re-entry for the CERT/FINP

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits

from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

CERTIFICATE PROGRAMS FOR SCHOOL OF BUSINESS - GRADUATE

Graduate Human Resource 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 representative 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 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/ghrm>.

CERT/G-HRM Preferred Course Sequence

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundation

HRM 531 3 credits

Human Capital Management

HRM 595 ~..... 3 credits

Human Resource Capstone Course

G-HRM Electives

Students must choose three of the following:

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

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

General Information for the CERT/G-HRM

- This certificate program may be taken on its own or may be earned en-route to earning a graduate degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" graduate program.

- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the CERT/G-HRM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e. JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Certificate Completion Requirements for the CERT/G-HRM

- Completion of a minimum of 15 credits.
- A minimum grade point average (GPA) of 3.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their graduate program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Graduate Human Resource Management

Residency Requirements and Course Waivers for the CERT/G-HRM

- 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 3 credits from their 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 (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.

- Students completing this certificate en-route to the MHA/MBA Certificate Track program must appeal to the Student Appeals Center (SAC) to waive a certificate course that is required for their selected MHA/MBA concentration.
- The following course in the Required Course of Study may not be waived: HRM 595

Re-entry for the CERT/G-HRM

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative 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 program, students who may be planning to take the CPA exam will utilize CPA Test Preparation software in conjunction with their course work.

Note: Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student's specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine if this program, combined with their undergraduate degree and any other specific criteria, meets the requirements to qualify for examination in that specific jurisdiction. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction's requirements will be

consistent with the requirements at the time of admission.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will differentiate key accounting principles in the organization, process and interpretation of data to make informed decisions.
- Students will synthesize pertinent information free from distortions, personal bias and conflicts of interest to support ethical, legal and professional standards.
- Students will evaluate decision-making options necessary to form appropriate conclusions to advance organizational goals.
- Students will apply key accounting concepts to solve critical business issues in the following domains of the MSA program:
 - Auditing and attestation
 - Financial accounting and reporting
 - Professional responsibilities and business law
 - Federal taxation
 - Business environment and concepts

Preferred Sequence for the CERT/G-ACC

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundational Coursework

ACC 561 3 credits
Accounting

ACC 541 ~ 3 credits
Accounting Theory & Research

Graduate Accounting Certificate Electives (Choose 3):

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

ETH 557 ~ 3 credits
Accounting Ethics

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

General Information for the CERT/G-ACC

- This certificate program may be taken on its own or may be earned en-route to earning a graduate degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" graduate program.
- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the CERT/G-ACC

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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Certificate Completion Requirements for the CERT/G-ACC

- Completion of a minimum of 15 credits.
- A minimum grade point average (GPA) of 3.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their graduate program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- 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 CERT/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 3 credits from their required course of study.

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.

The following course in the Required Course of Study may not be waived: ACC 541

Re-entry for the CERT/G-ACC

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative 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>.

Preferred Sequence for the CERT/G-MKT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundational Coursework

MKT 571..... 3 credits

Marketing

MKT 593 ~ 3 credits

Product Design and Development

Graduate Marketing Certificate Electives (Choose 3):

MKT 544 ~ 3 credits

Integrated Marketing Communications

MKT 552 ~.....	3 credits
Technology Applications and e-Marketing	
MKT 554 ~.....	3 credits
Consumer Behavior	
MKT 562 ~.....	3 credits
Advanced International Marketing	

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

General Information for the CERT/G-MKT

- This certificate program may be taken on its own or may be earned en-route to earning a graduate degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" graduate program.
- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the CERT/G-MKT

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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Certificate Completion Requirements for the CERT/G-MKT

- Completion of a minimum of 15 credits.
- A minimum grade point average (GPA) of 3.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their graduate program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral
- The certificate awarded for this program will read as:
Graduate Marketing

Residency Requirements and Course Waivers/Competency for the CERT/G-MKT

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 3 credits from their 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 (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

Re-entry for the CERT/G-MKT

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Graduate CPA Bridge 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 representative for more information.

Students in the Graduate CPA Bridge Certificate will develop an understanding of the topics required in preparation for the CPA exam: Audit & Attestation, Financial Accounting & Reporting, Regulation, and Business Environment & Concepts. The Graduate CPA Bridge Certificate is designed for students who want to enhance their accounting management skills, enter the accounting profession, or complete additional coursework required for licensure while also preparing for the CPA exam. While completing this program, students who may be planning to take the CPA exam will utilize CPA Exam Preparation software in conjunction with their course work.

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 certificate 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 certificate program, combined with their undergraduate degree and any other specific criteria, meets the requirements to qualify for examination in that specific jurisdiction. States frequently change their

requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction's requirements will be consistent with the requirements at the time of admission.

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

Preferred Sequence for the CERT/G-CPA

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

ACC 543	3 credits
Managerial Accounting & Legal Aspects of Business	
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	
ETH 557 ~	3 credits
Accounting Ethics	

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

General Information for the CERT/G-CPA

- The Certificate Track graduate program is designed to be an option for students to earn a certificate en-route to earning the graduate degree.
- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the graduate program.

Additional Admission Requirements for the CERT/G-CPA

All applicants are expected to meet the following admissions requirements:

- Signed Certificate Application.
- An undergraduate degree, or higher, in business with at least nine (9) credits in accounting or an undergraduate degree in any field with at least 18 credit hours in accounting, 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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Certificate Completion Requirements for the CERT/G-CPA

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 3.0.

- Students who complete the Graduate CPA Bridge Certificate and wish to enroll in the MBA 022 program can apply courses towards the MBA 022 program requirement.
- The certificate awarded for this program will read as: Graduate CPA Bridge

Residency Requirements and Course Waivers/Competency for the CERT/G-CPA

Completion of a minimum of 15 credit of the required course of study to meet University residency requirements.

Note: Graduates from the Master of Business Administration Concentration in Accounting (MBA/ACC) program who enroll in the CERT/G-CPA must complete a minimum of six unique credits to meet residency.

Students in this program may waive a maximum of 3 credits from their required course of study.

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.

Re-entry for the CERT/G-CPA

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative 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.

Required Course of Study for the G-PM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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.

General Information for the G-PM

The Certificate Track graduate program is designed to be an option for students to earn a certificate en-route to earning the graduate degree.

Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the graduate program.

Additional Admission Requirements for the G-PM

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 for all undergraduate coursework 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.
 - Students earning the certificate en-route will only be placed on Academic Probation if their graduate program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Graduate Project Management

Residency Requirements and Course Waivers for the G-PM

Completion of a minimum of 12 credits of the required course of study to meet University residency requirements.

Students in this program may waive a maximum of 6 credits from their required course of study.

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.

Students completing this certificate en-route to the MHA/MBA Certificate Track program must appeal to the Student Appeals Center (SAC) to waive a certificate course that is required for their selected MHA/MBA concentration.

The following courses in the Required Course of Study may not be waived: MGT 521, PM 598

Re-entry for the G-PM

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

CERTIFICATE PROGRAMS FOR THE COLLEGE OF HUMANITIES AND SCIENCES

Environmental Sustainability Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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.

Required Course of Study for the SUS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

SUS 300 3 credits
Environmental Sustainability

ENV 340 3 credits
Energy and the Environment

SUS 330 ~ 3 credits
Introduction to Sustainable Agriculture

SUS 310 ~ 3 credits
Industrial Ecology

SUS 350 ~ 3 credits
Green Building and Urban Planning

Students must choose one of the following:

SUS 370 ~ 3 credits
Sustainable Ecosystems

SUS 380 ~ 3 credits
Sustainable Planning and Land Use

SUS 385 ~ 3 credits
Sustainable Ocean Use

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

Additional Admission Requirements for the SUS

All applicants are expected to meet the following admissions requirements:

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

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

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

Certificate Completion Requirements for the SUS

- Completion of 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 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.

Re-entry for the SUS

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Cultural Studies and Communications Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Cultural Studies and Communication certificate explores how culture informs and shapes communication and how communication creates, modifies, and challenges culture. Through theory, analysis and practice in understanding culture, students will analyze its impact on communication. There is also an emphasis on exploring how various interdisciplinary areas can combine with the use of cultural awareness and multicultural sensitivity to improve communication 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/csc>.

Required Course of Study for the CERT/CSC

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CSC 390	3 credits
Culture and Communication	
CSC 391	3 credits
Geography, Culture and Communication	
CSC 392	3 credits
Ethnic and Cultural Diversity	
CSC 475	3 credits
Contemporary Communication in a Diverse Society	
CSC 476 ~	3 credits
Gender Communication	
CSC 477 ~	3 credits
Race and Class in the Media	

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

Additional Admission Requirements for the CERT/CSC

All applicants are expected to meet the following admissions requirements:

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

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

- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/CSC

- Completions of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
Cultural Studies and Communication (Undergraduate)

Residency Requirements and Course Waivers for the CERT/CSC

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.

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.

Re-entry for the CERT/CSC

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/

restrictions. Re-entry students should consult their Academic Advisor for guidance.

Leadership Communication in Organizations Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Leadership Communication in Organizations certificate proves the premise that communication is the essence of effective leadership. The complexities of relationships and the competitive nature of business demand leaders with highly polished interpersonal, intercultural, and organizational skills. This certificate provides the practical and theoretical knowledge needed to provide innovative leadership in corporate settings, the military, non-profit, government, politics, or within the global 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/lco>.

Required Course of Study for the CERT/LCO

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

LCO 360 3 credits

Leadership Communication

LCO 336 ~ 3 credits

Organizational Communication Theory

LCO 372 3 credits

Leadership Communication Ethics

LCO 348 ~ 3 credits

Advanced Group Communication and Leadership

LCO 465 3 credits

Conflict Management

LCO 480 3 credits

Social Media and the Organization

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

Additional Admission Requirements for the CERT/LCO

All applicants are expected to meet the following admissions requirements:

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

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

- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/LCO

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
Leadership Communication in Organizations (Undergraduate)

Residency Requirements and Course Waivers for the CERT/LCO

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.

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.

Re-entry for the CERT/LCO

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements /

restrictions. Re-entry students should consult their Academic Advisor for guidance.

Marketing and Sales Communication Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The certificate in Marketing and Sales Communications focuses on the science of humanistic interaction in marketing and sales. Emphasis is placed on understanding the psychology of behavior, and the impact that it has on marketing communication tools and strategies. The ethical responsibility associated with customer message management is also emphasized throughout the program. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/ms>.

Required Course of Study for the CERT/MS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

BSCOM 384.....	3 credits
Marketing Communications	
PSY 322	3 credits
Consumer Psychology and Research	
BSCOM 300.....	3 credits
Advertising and the Media	
BSCOM 385 ~	3 credits
Public Relations and Message Management	
BSCOM 386 ~	3 credits
Sales Communications	
BSCOM 470 ~	3 credits
Marketing and Sales Message Management	

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

Additional Admission Requirements for the CERT/MS

All applicants are expected to meet the following admissions requirements:

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

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

- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MS

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
Marketing and Sales Communication (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MS

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.

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.

Re-entry for the CERT/MS

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/

restrictions. Re-entry students should consult their Academic Advisor for guidance.

Journalism Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The journalism certificate 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>.

Required Course of Study for the CERT/JRN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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.

Additional Admission Requirements for the CERT/JRN

All applicants are expected to meet the following admissions requirements:

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

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

- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/JRN

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
Journalism (Undergraduate)

Residency Requirements and Course Waivers for the CERT/JRN

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.

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.

Re-entry for the CERT/JRN

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements /

restrictions. Re-entry students should consult their Academic

Advisor for guidance.

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 representative 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/>

Program Purpose

The Human Services Management Certificate is a certificate program that provides a general foundation of human services management theory and practice. This program does not prepare students for any type of professional certification or licensure as a counselor, social worker or mental health provider.

Required Course of Study for the CERT/HSM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

BSHS 305 3 credits

Historical Development of Human Services: An Introduction

BSHS 325 3 credits

Human Systems and Development

BShS 335 3 credits

Ethics and Values for Human Service Professionals

BShS 345 3 credits

Diversity and Special Populations

BShS 425 3 credits

Administration & Management of Human Service Programs

BShS 426 3 credits

Human Services Management: Theory & Practice

BShS 427 3 credits

Critical Thinking Skills in Management Decision-Making

BSHS 428 3 credits

Human Services Program Design and Proposal Writing

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

General Information for the CERT/HSM

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the CERT/HSM

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have completed and earned 24 or more previous college credits, as verified by the university on the student's official transcripts.
- Applicants must demonstrate competency in College Writing. Students have the following options to satisfy this requirement:
 - Successful completion (passing grade) of University of Phoenix course COMM 215, equivalent or higher.
 - Transfer credit may be used by students who have achieved a C- or better in a college writing or comparable course of at least 2.67 semester credits completed at a regionally or approved nationally accredited institution. Transfer courses used to fulfill this requirement must be eligible to receive general education credit.
 - Achieve a passing score on the College Composition CLEP® exam.
 - Achieve minimum passing score on a UOPX approved placement exam.

Certificate Completion Requirements for the CERT/HSM

- Completion of a minimum of 24 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.

- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as: Human Services Management

Residency Requirements and Course Waivers for the CERT/HSM

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study.

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

Re-entry for the CERT/HSM

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a pro-

gram applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative 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/>

Program Purpose

The Gerontology Certificate is a certificate program that provides a foundation of knowledge in the field of gerontology. This program does not prepare students for any type of professional certification or licensure as a counselor or mental health provider.

Required Course of Study for the CERT/GER

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

BSHS 305.....	3 credits
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 and Statistics in Human Services	

BSHS 437	3 credits
Social Systems and Aging	
BSHS 438	3 credits
Care for Aging Populations	
BSHS 439	3 credits
Grief, Loss and End of Life Issues	

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

General Information for the CERT/GER

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the CERT/GER

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have completed and earned 24 or more previous college credits, as verified by the university on the student's official transcripts.
- Applicants must demonstrate competency in College Writing. Students have the following options to satisfy this requirement:
 - Successful completion (passing grade) of University of Phoenix course COMM 215, equivalent or higher.
 - Transfer credit may be used by students who have achieved a C- or better in a college 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.
 - Achieve minimum passing score on a UOPX approved placement 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.
- Achieve minimum passing score on a UOPX approved placement exam.

Certificate Completion Requirements for the CERT/GER

- Completion of a minimum of 24 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as: Gerontology

Residency Requirements and Course Waivers for the CERT/GER

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study.

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

Re-entry for the CERT/GER

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more

than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative for more information.

The undergraduate Certificate Program in Human Services Family and Child Services is comprised of 4 fundamental courses that provide a foundation for more specialized courses within this human services area, and an additional 4 courses focused on developing competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Students will examine theories involving the 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/>

Program Purpose

The Family and Child Services Certificate is a certificate program that provides a foundation and overview of theory and practice in the field of family and child services. This program does not prepare students for any type of professional certification or licensure as a counselor or mental health provider.

Required Course of Study for the CERT/FCS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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 405 ~	3 credits
Intervention, Direct Service Delivery & Case Management	
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
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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have completed and earned 24 or more previous college credits, as verified by the university on the student's official transcripts.

- Applicants must demonstrate competency in College Writing. Students have the following options to satisfy this requirement:
 - Successful completion (passing grade) of University of Phoenix course COMM 215, equivalent or higher.
 - Transfer credit may be used by students who have achieved a C- or better in a college writing or comparable course of at least 2.67 semester credits completed at a regionally or approved nationally accredited institution. Transfer courses used to fulfill this requirement must be eligible to receive general education credit.
 - Achieve a passing score on the College Composition CLEP® exam.
 - Achieve minimum passing score on a UOPX approved placement exam.

Certificate Completion Requirements for the CERT/FCS

- Completion of a minimum of 24 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as:
Family and Child Services

Residency Requirements and Course Waivers for the CERT/FCS

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study.

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

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

The following courses may not be waived: BSHS 305, BSHS 325, BSHS 335, BSHS 345, BSHS 405

Re-entry for the CERT/FCS

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous

college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry. Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Human Services and must be completed via the Online modality.

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/

Program Purpose

The Addictions Certificate is a certificate program that provides a foundation and overview in the field of addiction theory and practice. This program does not prepare students for any type of professional certification or licensure as a counselor or mental health provider.

Required Course of Study for the CERT/ADD

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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 455 ~	3 credits
Working With Addictions	
BSHS 456 ~	3 credits
Addiction Interventions for Human Service Workers	
BSHS 457 ~	3 credits
Codependence and Working with Families	
BSHS 458 ~	3 credits
Action Planning, Relapse Prevention and Aftercare	

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

General Information for the CERT/ADD

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the CERT/ADD

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Tennessee: Students residing in Tennessee who are attending 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.
- Achieve minimum passing score on a UOPX approved placement exam.

Certificate Completion Requirements for the CERT/ADD

- Completion of a minimum of 24 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as:
Addictions

Residency Requirements and Course Waivers for the CERT/ADD

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study.

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

Re-entry for the CERT/ADD

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are

required to enroll in the First-Year Sequence upon re-entry. Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

CERTIFICATE PROGRAMS FOR THE SCHOOL OF HEALTH SERVICES ADMINISTRATION

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 representative for more information.

As the needs of the long-term care population evolve, there is a growing market for long-term care products and services. The long-term care certificate focuses on increasing the knowledge and skills essential to work with various populations across the life span that require long-term care. Courses focus on long-term care administration, health and wellness, legal issues and perspectives, programs and services, as well as alternative living environments for populations that require long-term care.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply concepts of long-term care administration within the industry.
- Students will analyze health and wellness concepts to address the needs of various LTC populations.
- Students will integrate ethical principles into all aspects of the LTC industry.
- Students will explain products and services to address the needs of various LTC populations.

Required Course of Study for the LTC

Courses requiring prerequisites are identified by a ~ symbol fol-

lowing the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

GEN 200	3 credits
Foundations for General Education and Professional Success	
HCS 437	3 credits
Long-term Care Administration	
HCS 433 ~	3 credits
Dimensions of Health and the Older Adult	
LTC 315 ~	3 credits
Alternative Living Environments	
LTC 328 ~	3 credits
Legal Perspectives in Aging	
LTC 310 ~	3 credits
Social and Community Related Programs and Services	

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

General Information

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the LTC

All applicants are expected to meet the following admissions requirements:

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

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

Certificate Completion Requirements for the LTC

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- 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.

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

Re-entry for the LTC

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Nursing/Health Care Education 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 representative for more information.

This course series is designed for nursing and health care profes-

sionals 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>.

Required Course of Study for the NHCE

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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.

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.

Re-entry for the NHCE

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Graduate Health Care Sustainability 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 representative for more information.

Students enrolled in the Graduate Health Care Sustainability Management Certificate focus on curriculum that is designed to instill environmental, economical, and social sensitivity and responsibility within the health care industry. This includes covering concepts such as accountability for managing outcomes, reducing costs and waste, and minimizing the environmental impact of health care 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/ghcs>.

CERT/G-HCS Preferred Course Sequence

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 504	1 credit
Introduction to Graduate Study in Health Sciences/Nursing	
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	

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

General Information for the CERT/G-HCS

- This certificate program may be taken on its own or may be earned en-route to earning a graduate degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding Certificate Track graduate program.
- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the graduate program.

Additional Admission Requirements for the CERT/G-HCS

- 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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum of one year of full-time post high school work experience or volunteer experience is required.

Certificate Completion Requirements for the CERT/G-HCS

- Completion of a minimum of 10 credits.
- A minimum program grade point average (GPA) of 3.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their graduate program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
 Graduate Health Care Sustainability Management

Residency Requirements and Course Waivers for the CERT/G-HCS

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 7 credits in the Required Course of Study, must be completed at University of Phoenix.

- Students in this program may waive a maximum of 3 credits from their required course of study.
- 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.
- Students completing this certificate en-route to the MHA/MBA Certificate Track program must appeal to the Student Appeals Center (SAC) to waive a certificate course that is required for their selected MHA/MBA concentration.
- The following courses in the Required Course of Study may not be waived: HCS 504

Re-entry for the CERT/G-HCS

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative 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 pro-

grams 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>.

Required Course of Study for the HCI

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 504	1 credit
Introduction to Graduate Study in Health Sciences/Nursing	
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 HCI

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

- Completion of an undergraduate degree or the entire University of Phoenix BSN, BSHCS or BSHA Required Course of Study with a minimum GPA of 2.5 or better verified by providing an official transcript.

Certificate Completion Requirements for the HCI

Credit Bearing Certificate completion requirements are the following:

- Completion of a minimum of 10 credits
- A minimum University program grade point average (GPA) of 3.0.

Residency Requirements and Course Waivers for the HCI

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 7 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study.

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 transcribed 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.

Students completing this certificate en-route to the MHA/MBA Certificate Track program must appeal to the Student Appeals Center (SAC) to waive a certificate course that is required for their selected MHA/MBA concentration.

The following course will not be waived from the certificate program: HCS 504.

Re-entry for the HCI

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Gerontology Health Care Certificate Program

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to analyze foundational concepts of gerontology to support the health of older adults.
- Students will be able to evaluate resources available to older adults to support the aging process.
- Students will be able to analyze business needs to promote gerontology services and products.

Required Course of Study for the GHC

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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 for all undergraduate coursework 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.

Residency Requirements and 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 transcribed 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.
- Students completing this certificate en-route to the MHA/MBA Certificate Track program must appeal to the Student Appeals Center (SAC) to waive a certificate course that is required for their selected MHA/MBA concentration.

Re-entry for the GHC

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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 representative 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.

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

Required Course of Study for the HM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

GEN 200	3 credits
Foundations for General Education and Professional Success	
HCS 235 ~	3 credits

Health Care Delivery in the United States

Health Management Courses

Students must choose four courses from the following:

HCS 325 ~.....	3 credits
Health Care Management	
HCS 335 ~.....	3 credits
Health Care Ethics and Social Responsibility	
HCS 341 ~.....	3 credits
Human Resources in Health Care	
HCS 405 ~.....	3 credits
Health Care Financial Accounting	
HCS 430 ~.....	3 credits
Legal Issues in Health Care: Regulation and Compliance	
HCS 446 ~.....	3 credits
Facility Planning	
HCS 457 ~.....	3 credits
Public and Community Health	
HCS 483 ~.....	3 credits
Health Care Information Systems	

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

General Information

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the HM

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.

Certificate Completion Requirements for the HM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

- 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.

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

Re-entry for the HM

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more

than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Health and Wellness Administration Foundations Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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 industry, such as a medical spa, weight management clinic, physician front office or clinic.

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

Required Course of Study for the CERT/HWAF

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 120	3 credits
Medical Terminology for Health Care Professionals	
HCS 131 ~	3 credits
Business Communication Skills for Health Care Professionals	
HCS 245 ~	3 credits
Introduction to Health and Disease	

HCS 235 ~	3 credits
Health Care Delivery in the U. S.	
HCIS 140 ~	3 credits
Fundamentals of Electronic Health Records	
HCS 182 ~	3 credits
Introduction to Financial Concepts	
HCS 224 ~	3 credits
Health Care Office Management	

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

General Information for the HWAF

- This certificate program may be taken on its own or may be earned en-route to earning an associates degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" associates program.
- 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.

Additional Admission Requirements for the CERT/HWAF

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Certificate Completion Requirements for the CERT/HWAF

- Completion of a minimum of 21 credits.
- A minimum grade point average (GPA) of 2.00.
- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as follows:
 Health and Wellness Administration Foundations
 (Undergraduate)

Minimum Grade Requirements for the CERT/HWAF

- Students in this program will be placed on scholastic disqualification if a minimum grade of "C" (2.0) is not attained in the following courses: HCS 182, HCS 224

- 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 courses listed above only one time. If the student does not receive the minimum grade requirement on the second attempt, the student will be scholastically suspended, permanently withdrawn, from this program.

Residency Requirements and Course Waivers for the CERT/HWAF

Students must meet the 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 6 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 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.

Re-entry for the CERT/HWAF

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Electronic Health Records Fundamentals Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the

Online modality in their state. Please contact your enrollment representative 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.

Required Course of Study for the CERT/EHRF

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 120 3 credits

Medical Terminology for Health Care Professionals

HCS 131 ~ 3 credits

Business Communication Skills for Health Care Professionals

HCS 245 ~ 3 credits

Introduction to Health and Disease

HCS 235 ~ 3 credits

Health Care Delivery in the U. S.

HCIS 140 ~ 3 credits

Fundamentals of Electronic Health Records

HCIS 250 ~ 3 credits

Structure, Design and Tools of Electronic Health Records

HCIS 270 ~ 3 credits

Application of Electronic Health Records

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

General Information for the EHRF

- This certificate program may be taken on its own or may be earned en-route to earning an associates degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" associates program.
- 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.

Additional Admission Requirements for the CERT/EHRF

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

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

Certificate Completion Requirements for the CERT/EHRF

- Completion of a minimum of 21 credits.
- A minimum grade point average (GPA) of 2.00.
 - Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as follows: Electronic Health Records Fundamentals (Undergraduate)

Minimum Grade Requirements for the CERT/EHRF

- Students in this program will be placed on scholastic disqualification if a minimum grade of "C" (2.0) is not attained in the following courses: HCIS 250, HCIS 270
- 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 courses listed above only one time. If the student does not receive the minimum grade requirement on the second attempt, the student will be scholastically suspended, permanently withdrawn, from this program.

Residency Requirements and Course Waivers for the CERT/EHRF

Students must meet the 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 6 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 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 course(s) may not be waived: HCIS 270

Re-entry for the CERT/EHRF

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Medical Records Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The certificate in Medical Records lays a foundation for further study in health care medical records at the undergraduate level. Topics focus on anatomy and physiology related to terminology and disease diagnosis, medical billing and coding, medical insurance processes, and medical claims processing and compliance. Software instruction synthesizes a variety of records processes common in medical facilities. Completion of the program allows a student to sit for the Certified Billing and Coding Specialist (CBCS) a national certification offered through the National Healthcareer Association. In addition, students seeking to extend their professional career and educational experience can easily transition into the Bachelors of Science in Health 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/cert-mr>.

CERT/MR Preferred Sequence

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 131 3 credits

Business Communication Skills for Health Care Professionals

HCS 235 ~ 3 credits

Health Care Delivery in the U. S.

HCIS 140 ~ 3 credits

Fundamentals of Electronic Health Records

HCS 214 ~ 3 credits

Anatomy and Physiology I	
HCS 216 ~.....	3 credits
Anatomy and Physiology II	
HCR 202 ~	3 credits
Medical Insurance	
HCR 201 ~	3 credits
Medical Billing and Coding	
HCR 203 ~	3 credits
Medical Claims Processing and Compliance	

The University reserves the right to modify the required course of study.

General Information for the CERT/MR

- This certificate program may be taken on its own or may be earned en-route to earning an associates degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" associates program.
- 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.

Additional Admission Requirements for the CERT/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, or completion of the HiSET examination with a passing score.
 - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Certificate Completion Requirements for the CERT/MR

- Completion of a minimum of 24 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as follows:
Medical Records (Undergraduate)

Minimum Grade Requirements for the CERT/MR

- Students in this program will be placed on scholastic disqualification if a minimum grade of "C" (2.0) is not attained in the following courses: HCR 201, HCR 202, HCR 203, HCS 214, and HCS 216.

- 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 courses listed above only one time. If the student does not receive the minimum grade requirement on the second attempt, the student will be scholastically suspended, permanently withdrawn, from this program.

Residency Requirements and Course Waivers for the CERT/MR

- Students must meet the 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 6 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 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 course(s) may not be waived: HCR 203

Re-entry for the CERT/MR

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

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 representative 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.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/emc>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will create emergency operations plans from a community perspective to mitigate, prepare, respond and recover from natural and man-made disasters.
- Students will apply leadership and management skills to all aspects of emergency services.
- Students will evaluate research related to emergency services to prepare the community for all phases of emergency management.

Required Course of Study for the EMC

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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 320 ~ 3 credits

Emergency Preparedness and Planning

EMC 350 ~ 3 credits

Managing Emergency Response Operations

The University reserves the right to modify the required course of study.

General Information

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the EMC

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

- Applicants must be currently employed in or have prior employment experience in an Emergency Management position such as Emergency Medical Technician (EMT), First Responder, firefighter, or other emergency personnel.

Effective 10/1/2015 Applicants must be currently employed in or have one (1) year minimum of prior employment experience in the last five (5) years in an Emergency Management position such as Emergency Medical Technician (EMT), First Responder, firefighter, or other emergency personnel.

Certificate Completion Requirements for the EMC

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- 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.

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

Re-entry for the EMC

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current

in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

CERTIFICATE PROGRAMS FOR THE SCHOOL OF NURSING

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 10 panel, plus alcohol drug test.

- For purposes of this policy, the following definitions apply:

- Drug testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens from the human body for the purpose of detecting the use of drugs or alcohol.
- Reasonable suspicion means evidence which forms a reasonable basis for concluding that it is more likely than not that a person is impaired by alcohol or drugs or has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents, without reasonable justification. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.
- Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to, stimulants; depressants; narcotic or hallucinogenic drugs; cannabis substances, such as marijuana and hashish; cocaine; heroin; methamphetamine; phencyclidine (PCP); and so-called designer drugs and look-alike drugs.
- Impaired means that a person's mental or physical capabilities are reduced below his or her normal levels without reasonable justification. An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon alcohol or illegal drugs.
- Substance abuse means:
 - the consumption, possession, or distribution of alcohol or illegal drugs by any nursing student while on University

or affiliated clinical site premises or while participating in any University (or affiliated clinical site) sponsored or related activity, including any nursing-related course or clinical training activity.

- a nursing student's use of alcohol or any drug in such a way that the student's performance in any nursing course, including activities at any clinical site, is impaired.

- Prior to being assigned to a clinical placement and as a prerequisite for placement at any agency or health care facility the nursing student shall sign an agreement:
 - to abide by the drug policies and drug testing policies of the University and each agency or health care facility in which a student is assigned as applicable,
 - to submit to any "for cause" drug testing required by the University and testing required by each agency or health care facility the nursing student obtains clinical hours, and
 - to release a copy of any and all drug test results to the University of Phoenix, Dean/Associate Dean of Nursing, other appropriate University officials, and to any State Board(s) of Nursing in which the student holds a nursing license or certificate, where required by the relevant State Board(s) of Nursing.

Failure to sign such agreement is grounds for refusal for student admission and progression in the program.

- The College of Nursing requires students to obtain a 10 panel, plus alcohol drug test if the student's behavior in the clinical, classroom or laboratory setting creates facts that give rise to a reasonable suspicion of substance abuse, or indicates they are impaired by alcohol or drugs.
- If the results of the 10 panel, plus alcohol drug test is negative for alcohol or illegal drugs:
 - The student shall meet with their Campus College Chair, Director of Nursing, or NP Program Manager within 24 hours or by the first business day following the test results to discuss the circumstances surrounding suspected behavior.
 - The Campus College Chair, Director of Nursing, or NP Program Manager will counsel the student regarding return to the classroom and clinical agency. The preliminary investigation will cease and the student will be released from further action at that time.
 - The Campus College Chair, Director of Nursing, or NP Program Manager will arrange for the student to make up the missed clinical hours.
- If the results of the 10 panel, plus alcohol drug test is positive for alcohol or illegal drugs:
 - A full review by the Office of Dispute Management and Apollo Ethics and Compliance shall be conducted. Students who test positive for alcohol or illegal drugs will not be permitted to return to any clinical setting pending conclusion of the review. The findings may result in student dismissal from the nursing program and expulsion from the University.
 - The results of the positive test for alcohol or illegal drugs shall be reported to the applicable State Board(s) of Nursing, if required by the applicable State Board(s), by the Campus College Chair, Director of Nursing, or NP Program Manager.

- If the results of the 10 panel, plus alcohol drug test(s) are positive for a prescribed drug(s) but not those that would be defined as illegal in the definitions above:
 - The student shall, within three (3) business days, obtain a written statement from their treating, licensed health care provider (MD, DO, HMD, ND/NMD, NP or PA) stating that:
 - the drug level is within prescribed limits.
 - the level does not indicate abuse.
 - the student's use of the drug as prescribed will not interfere with safe practice in the clinical area.

This statement must be provided to the Campus College Chair, Director of Nursing, or NP Program Manager. If the statement is approved, then the test result will be deemed acceptable and not failed for these purposes.

- The failure of a student to provide the above statement or a health care provider's inability to provide a statement meeting the requirements above shall be treated as a positive test for an illegal drug.
- Students who refuse to submit to a "for-cause" drug test will not be allowed to return to any clinical setting pending conclusion of a full review by the Office of Dispute Management and Apollo Ethics and Compliance. The findings may result in dismissal from the nursing program and expulsion from the University. The results of a positive test for illegal drugs as defined herein or a refusal to undergo a required drug test will be reported to the applicable State Board of Nursing where required by the applicable State Board(s) of Nursing's statute(s) or regulation(s).
- Students must also adhere to any other additional policies prescribed by the clinical agency. It is the sole responsibility of the student to read and acknowledge the requirements of the clinical health care facility in addition to University policy.
- All costs associated with the drug test, including any transportation costs to or from the drug testing facility, will be the responsibility of the student.
- University of Phoenix, College of Nursing, campus officials may be required to report all failed drug tests to each State Board of Nursing in which the student holds a nursing license or certificate. Campus officials shall report test results to all applicable State Boards of Nursing as described in the applicable Board's statutes and/or regulations.

Post Master's Certificate in Nurse Administration

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 representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, 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 courses in advanced nursing content, process, and leadership. Concentrations in nursing administration and

nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of 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/cert-nad>.

CERT/NAD Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 550	3 credits
Role of the Nurse Administrator	
HSN 525 ~	4 credits
Research Methodologies for the Nurse Administrator	
HSN 555 ~	3 credits
Human Resources in Health Care	
HSN 560 ~	3 credits
Organizational Systems and Informatics	
HSN 565 ~	3 credits
Organizational Change and Negotiation	
HSN 570 ~	3 credits
Financial Resource Management	
HSN 575 ~	4 credits
Quality Management and Outcomes	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NAD

All applicants are expected to meet the following admissions requirements:

- A master's degree in nursing (MSN or MN) or doctoral 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 master's or doctoral degree posted transcript is required 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
- 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

Certificate Completion Requirements for the CERT/NAD

- The completion of a minimum of 23 credits.
- A minimum program grade point average (GPA) of 3.0.

- The certificate awarded for this program will read as:
Post Master's Nurse Administration

Academic Progression Requirements for the CERT/NAD

- Minimum grade of B- or better in all courses.
- 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.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- 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.

Minimum Grade Requirements for the CERT/NAD

- Students in this program are required to achieve a minimum grade of "B-" (2.66) all courses. A "C+" grade is not acceptable. Students who fail to receive a minimum grade of "B-" in any of the courses will be scholastically disqualified from the University.
- Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the certificate program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Residency Requirements and Course Waivers for the CERT/NAD

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Courses in this program cannot be waived.

Re-entry for the CERT/NAD

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program require-

ments within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Post Master's Certificate in Nurse Administration International

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 representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, 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 courses in advanced nursing content, process, and leadership. Concentrations in nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of 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/cert-nad-i>.

CERT/NAD-I Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 550 3 credits

Role of the Nurse Administrator

HSN 525 ~ 4 credits

Research Methodologies for the Nurse Administrator

HSN 555 ~ 3 credits

Human Resources in Health Care

HSN 560 ~ 3 credits

Organizational Systems and Informatics

HSN 565 ~ 3 credits

Organizational Change and Negotiation	
HSN 570 ~	3 credits
Financial Resource Management	
HSN 575 ~	4 credits
Quality Management and Outcomes	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NAD-I

All applicants are expected to meet the following admissions requirements:

- Applicants must be residents outside of the United States or approved US Territories. Program will be offered only through the Online Campus.
- A master's degree in nursing (MSN or MN) or doctoral 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 master's or doctoral degree posted transcript is required for admission.
- 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.
- 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
- Signed Foreign Nursing Memorandum of Understanding

Certificate Completion Requirements for the CERT/NAD-I

- The completion of a minimum of 23 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as:
Post Master's Nurse Administration

Academic Progression Requirements for the CERT/NAD-I

- Minimum grade of B- or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states/countries 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.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.

- 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.

Minimum Grade Requirements for the CERT/NAD-I

- Students in this program are required to achieve a minimum grade of "B-" (2.66) all courses. A "C+" grade is not acceptable. Students who fail to receive a minimum grade of "B-" in any of the courses will be scholastically disqualified from the University.
- Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the certificate program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Residency Requirements and Course Waivers for the CERT/NAD-I

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Courses in this program cannot be waived.

Re-entry for the CERT/NAD-I

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).

- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Post Master's Certificate in Nurse Education

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 representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, 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 courses in advanced nursing content, process, and leadership. Concentrations in nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of 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/cert-ned>.

CERT/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 525 3 credits
Role of the Nurse Educator

NSG 530 ~ 4 credits
Theory and Principles of Nursing Education

NSG 535 ~ 3 credits
Curriculum Development

NSG 540 ~ 3 credits
Instructional Design and Technology

NSG 545 ~ 3 credits
Assessment, Measurement, and Evaluation

NSG 500 ~ 4 credits
An Integrated Approach to Pathophysiology and Pharmacology

NSG 505 ~ 3 credits
Comprehensive Health Assessment

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NED

All applicants are expected to meet the following admissions requirements:

- A master's degree in nursing (MSN or MN) or doctoral 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 master's or doctoral degree posted transcript is required 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
- 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

Certificate Completion Requirements for the CERT/NED

- The completion of a minimum of 23 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as:
Post Master's Nurse Education

Academic Progression Requirements for the CERT/NED

- Minimum grade of B- or better in all courses.
- 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.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- 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.

Minimum Grade Requirements for the CERT/NED

- Students in this program are required to achieve a minimum grade of "B-" (2.66) all courses. A "C+" grade is not acceptable. Students who fail to receive a minimum grade of "B-" in any of the courses will be scholastically disqualified from the University.
- Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the certificate program.

- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Residency Requirements and Course Waivers for the CERT/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Courses in this program cannot be waived.

Re-entry for the CERT/NED

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Post Master's Certificate in Nurse Education

International

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 representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, 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 courses in advanced nursing content, process, and leadership. Concentrations in nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of 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/cert-ned-i>.

CERT/NED-I Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 525 3 credits

Role of the Nurse Educator

NSG 530 ~ 4 credits

Theory and Principles of Nursing Education

NSG 535 ~ 3 credits

Curriculum Development

NSG 540 ~ 3 credits

Instructional Design and Technology

NSG 545 ~ 3 credits

Assessment, Measurement, and Evaluation

NSG 500 ~ 4 credits

An Integrated Approach to Pathophysiology and Pharmacology

NSG 505 ~ 3 credits

Comprehensive Health Assessment

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NED-I

All applicants are expected to meet the following admissions requirements:

- Applicants must be residents outside of the United States or approved US Territories. Program will be offered only through the Online Campus.
- A master's degree in nursing (MSN or MN) or doctoral 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 master's or doctoral degree posted transcript is required for admission.
- 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.
- 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
- Signed Foreign Nursing Memorandum of Understanding

Certificate Completion Requirements for the CERT/NED-I

- The completion of a minimum of 23 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as:
Post Master's Nurse Education

Academic Progression Requirements for the CERT/NED-I

- Minimum grade of B- or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states/countries 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.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- 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.

Minimum Grade Requirements for the CERT/NED-I

- Students in this program are required to achieve a minimum grade of "B-" (2.66) all courses. A "C+" grade is not acceptable. Students who fail to receive a minimum grade of "B-" in any of the courses will be scholastically disqualified from the University.
- Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the certificate program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Residency Requirements and Course Waivers for the CERT/NED-I

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Courses in this program cannot be waived.

Re-entry for the CERT/NED-I

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF EDUCATION

Alternative Pathway/Elementary Education (Hawaii)

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 representative for more information.

The Alternative Pathway/Elementary Education is a certificate program intended for candidates who have prior teaching experience and are currently seeking licensure in Hawaii. Students will be required to take a pre-assessment course focusing on assessing the skills necessary for effective teaching. Candidates will plan for instruction, use engaging strategies, and assess student learning, while providing necessary artifacts to support and display the candidate's content knowledge of teaching. Students will be introduced to the program's progression and degree completion requirements. Teacher candidates will be required to complete a Teacher Performance Assessment and meet their program standards in order to successfully complete the program.

The Alternative Pathway/Elementary Education requires a minimum of 17 credits, which may come from a combination of required and elective courses.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/ap-e>.

Program Purpose

The Alternative Pathway/Elementary Education is a certificate program intended to prepare students with no prior teaching experience for the elementary teacher license in Hawaii. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As state licensure requirements may change frequently, students must contact the Hawaii Teacher Standards Board to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Preferred Sequence for the CERT/AP-E

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Hawaii Alternative Certification - Elementary

MTE 503~.....	0 credits
Orientation to Alt Pathway Certificate	
MTE 504 ~	1 credit
Assessment of Effective Teaching	
SPE 514 ~.....	2 credits
Survey of Special Populations	
RDG 537 ~	4 credits
Curriculum Constructs & Assessment: Reading and Language Arts	
MTE 533 ~	4 credits
Curriculum Constructs & Assessment: Science and Mathematics	

ELM 545 ~ 3 credits

Elementary Student Teaching

Select one (1) of the following Alternative Pathway Elective courses:

MTE 522 ~ 3 credits

Maintaining an Effective Learning Climate

MTE 562 ~ 3 credits

Assessment and Evaluation

MTE 518 ~ 3 credits

Models, Theories, and Instructional Strategies

MTE 553 ~ 3 credits

Instruction and Assessment of English Language Learners

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/AP-E

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution. Degrees from nationally accredited institutions will not be accepted. All coursework for the Undergraduate degree must have been taken from a regionally accredited institution. Coursework taken during an institution's candidacy period is not acceptable for admission.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- All applicants must have a minimum of six months full-time teaching experience, or equivalent, at the level of the certificate they are requesting admittance to.
- Demonstration of basic skills proficiency
- Verification of fingerprint clearance
- A signed Hawaii Alternative Pathways New Student Checklist.
- Students who reside outside of the US or US Territories are not eligible to apply.

Certificate Completion Requirements for the CERT/AP-E

- Completion of a minimum of 17 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of teacher performance assessment.
- Satisfactory completion of any required student teaching courses.
- Completion of Field Experience assignments associated with course requirements.
- Completion of e-portfolio.
- In order to receive 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 the CERT/AP-E program will read as:
Alternative Pathway - Elementary Education

Academic Progression Requirements for the CERT/AP-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 area specific)
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirement for the CERT/AP-E

Candidates must earn a "B" or better in student teaching in order to complete the Hawaii Alternative Pathways program. Grades of "I" and "B-" are not accepted. Students who do not receive a "B" or better will be placed on Scholastic Disqualification and will be required to repeat the seminars and student teaching: MTE 504, ELM 545

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.

Residency Requirements and Course Waivers for the CERT/AP-E

Students in this program may waive a maximum of 3 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 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. Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Alternative Pathway Elective credits may not be waived. Based upon the pre-assessment results faculty may recommend a specific elective course for the student to complete.

The following courses may not be waived: MTE 503, MTE 504, ELM 545, MTE 522, MTE 562, MTE 518, MTE 553

Student Teaching and Field Experience for the CERT/AP-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 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 performance assessment.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

Institutional Recommendation for the CERT/AP-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.

Re-entry for the CERT/AP-E

- Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.
- Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Alternative Pathway/Secondary Education (Hawaii)

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 representative for more information.

The Alternative Pathway/Secondary Education is a certificate program intended for candidates who have prior teaching experience and are currently seeking licensure in Hawaii. Students will be required to take a pre-assessment course focusing on assessing the skills necessary for effective teaching. Candidates will plan for instruction, use engaging strategies, and assess student learning, while providing necessary artifacts to support and display the candidate's content knowledge of teaching. Students will be introduced to the program's progression and degree completion requirements. Teacher candidates will be required to complete a Teacher Performance Assessment and meet their program standards in order to successfully complete the program.

The Alternative Pathway/Secondary Education requires a minimum of 15 credits, which may come from a combination of required and elective courses.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/ap-s>.

Program Purpose

The Alternative Pathway/Secondary Education is a certificate program intended to prepare students with no prior teaching experience for the secondary teacher license in Hawaii. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As state licensure requirements may change frequently, students must contact the Hawaii Teacher Standards Board to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Preferred Sequence for the CERT/AP-S

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Hawaii Alternative Certification - Secondary

MTE 503 ~ 0 credits

Orientation to Alt Pathway Certificate

MTE 504 ~ 1 credit

Assessment of Effective Teaching

SPE 514 ~ 2 credits

Survey of Special Populations

RDG 542 ~ 3 credits

Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

MTE 559 ~ 3 credits

Curriculum Constructs and Assessment: Secondary Methods

SEC 545 ~ 3 credits

Secondary Student Teaching

Select one (1) of the following Alternative Pathway Elective courses:

MTE 523 ~ 3 credits

Maintaining an Effective Learning Climate

MTE 562 ~ 3 credits

Assessment and Evaluation

SEC 508 ~ 3 credits
Models, Theories and Strategies for Secondary Education
MTE 553 ~ 3 credits
Instruction and Assessment of English Language Learners
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/AP-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution. Degrees from nationally accredited institutions will not be accepted. All coursework for the Undergraduate degree must have been taken from a regionally accredited institution. Coursework taken during an institution's candidacy period is not acceptable for admission.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- All applicants must have a minimum of six months full-time teaching experience, or equivalent, at the level of the certificate they are requesting admittance to.
- Demonstration of basic skills proficiency
- Verification of fingerprint clearance
- A signed Hawaii Alternative Pathways New Student Checklist
- Students who reside outside of the US or US Territories are not eligible to apply.

Certificate Completion Requirements for the CERT/AP-S

- Completion of a minimum of 15 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of teacher performance assessment.
- Satisfactory completion of any required student teaching courses.
- Completion of Field Experience assignments associated with course requirements.
- Completion of e-portfolio.
- In order to receive 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 the CERT/AP-S program will read as:
Alternative Pathway - Secondary Education

Academic Progression Requirements for the CERT/AP-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 (secondary content area specific)
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirement for the CERT/AP-S

Candidates must earn a "B" or better in student teaching in order to complete the Hawaii Alternative Pathways program. Grades of "I" and "B-" are not accepted. Students who do not receive a "B" or better will be placed on Scholastic Disqualification and will be required to repeat the seminars and student teaching; MTE 504,

SEC 545

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.

Residency Requirements and Course Waivers for the CERT/AP-S

Students in this program may waive a maximum of 3 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 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. Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Alternative Pathway Elective credits may not be waived. Based upon the pre-assessment results faculty may recommend a specific elective course for the student to complete.

The following courses may not be waived: MTE 503, MTE 504, SEC 545, MTE 562, MTE 553, MTE 523, SEC 508

Student Teaching and Field Experience for the CERT/AP-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 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 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 performance assessment.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

Institutional Recommendation for the CERT/AP-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.

Re-entry for the CERT/AP-S

- Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.
- Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Alternative Pathway/Special Education (Hawaii)

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 representative for more information.

The Alternative Pathway/Special Education is a certificate program intended for candidates who have prior teaching experience and are currently seeking licensure in Hawaii. Students will be required to take a pre-assessment course focusing on assessing the skills necessary for effective teaching. Candidates will plan for instruction, use engaging strategies, and assess student learning, while providing necessary artifacts to support and display the candidate's content knowledge of teaching. Students will be introduced to the program's progression and degree completion requirements. Teacher candidates will be required to complete a

Teacher Performance Assessment and meet their program standards in order to successfully complete the program.

The Alternative Pathway/Special Education requires a minimum of 20 credits, which may come from a combination of required and elective courses.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/ap-se>.

Program Purpose

The Alternative Pathway/Special Education is a certificate program intended to prepare students with no prior teaching experience for the special education teacher license in Hawaii. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As state licensure requirements may change frequently, students must contact the Hawaii Teacher Standards Board to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Preferred Sequence for the CERT/AP-SE

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Hawaii Alternative Certification - Special Education

MTE 503.....0 credits
Orientation to Alt Pathway Certificate

MTE 504 ~1 credit
Assessment of Effective Teaching

SPE 513 ~3 credits
Orientation to the Exceptional Child

SPE 546 ~3 credits
Special Education Methods

RDG 570 ~4 credits
Curriculum Constructs and Assessment: Reading and Language Arts for Special Education

SPE 573 ~3 credits
Characteristics of Exceptionalities

SPE 577 ~3 credits
Special Education Student Teaching

Select one (1) of the following Alternative Pathway Elective courses:

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

SPE 575 ~3 credits
Inclusion Strategies of the Special Educator

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/AP-SE

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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- All applicants must have a minimum of six months full-time teaching experience, or equivalent, at the level of the certificate they are requesting admittance to for the completion of course assignments.
- Demonstration of basic skills proficiency
- Verification of fingerprint clearance
- A signed Hawaii Alternative Pathways New Student Checklist
- Students who reside outside of the US or US Territories are not eligible to apply.

Certificate Completion Requirements for the CERT/AP-SE

- Completion of a minimum of 20 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of teacher performance assessment.
- Satisfactory completion of any required student teaching courses.
- Completion of Field Experience assignments associated with course requirements.
- Completion of e-portfolio.
- In order to receive 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 the CERT/AP-SE program will read as:
Alternative Pathway - Special Education

Academic Progression Requirements for the CERT/AP-SE

- 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.
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirement for the CERT/AP-SE

Candidates must earn a "B" or better in student teaching in order to complete the Hawaii Alternative Pathways program. Grades of "I" and "B-" are not accepted. Students who do not receive a "B" or better will be placed on Scholastic Disqualification and will be required to repeat the seminars and student teaching: MTE 504, SPE 577

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.

Residency Requirements and Course Waivers for the CERT/AP-SE

Students in this program may waive a maximum of 3 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 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. Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Alternative Pathway Elective credits may not be waived. Based upon the pre-assessment results faculty may recommend a specific elective course for the student to complete.

The following courses may not be waived: MTE 503, MTE 504, SPE 512, SPE 559, SPE 574, SPE 544, SPE 556, SPE 575, SPE 577

Student Teaching and Field Experience for the CERT/AP-SE

- 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:
 - Special Education 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 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/SPE 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 performance assessment.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

Institutional Recommendation for the CERT/AP-SE

- 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.

Re-entry for the CERT/AP-SE

- Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.
- Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.
- Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Alternative Pathway/Elementary Education (Florida)

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 representative for more information.

The Alternative Pathway/Elementary Education is a certificate program that requires no prior teaching experience for the elementary teacher license in Florida. The program includes a clinical component. If students are not already in a classroom setting, student teaching will be required above and beyond the program coursework. As state licensure requirements may change frequently, students must contact the Florida Department of Education to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

The Alternative Pathway/Elementary Education requires a minimum of 24 credits, which may come from a combination of required and elective courses.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/alt-e>.

Program Purpose

The Alternative Pathway/Elementary Education is a certificate program intended to prepare students with no prior teaching experience for the elementary teacher license in Florida. The program includes a clinical component requiring student teaching above and beyond program coursework. As state licensure requirements may change frequently, students must contact the Florida Department of Education to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Required Course of Study for the CERT/ALT-E

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MTE 507.....	0 credits
Orientation to Teacher Education	
MTE 505 ~	3 credit
Child and Adolescent Development	
MTE 518 ~	3 credits
Models, Theories, and Instructional Strategies	
MTE 562 ~	3 credits
Assessment and Evaluation	
MTE 522 ~	3 credits
Maintaining an Effective Learning Climate	
RDG 549 ~	4 credits
Reading and Language Arts: Research Based Instructional Practices for Diverse Learners	
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 CERT/ALT-E

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution. Degrees from nationally accredited institutions will not be accepted. All coursework for the Undergraduate degree must have been taken from a regionally accredited institution. Coursework taken during an institution's candidacy period is not acceptable for admission.
- A cumulative grade point average (GPA) of 3.0 on the undergraduate degree posted transcript.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- Demonstration of basic skills proficiency
- Verification of fingerprint clearance
- A signed Florida Alternative Pathways New Student Checklist.
- Students who reside outside of the US or US Territory are not eligible to apply.

Minimum Grade Requirement for the CERT/ALT-E

Candidates must earn a "B" or better in student teaching in order to complete the Florida Alternative Pathways program. Grades of "I" and "B-" are not accepted. Students who do not receive a "B" or better will be placed on Scholastic Disqualification and will be required to repeat the seminars and student teaching: ELM 598, ELM 599

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/ALT-E

- The 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 assignments associated with course requirements.
- Completion of e-portfolio.
- In order to receive 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 the CERT/ALT-E program will read as:
Alternative Pathway - Elementary Education

Academic Progression Requirements for the CERT/ALT-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 area specific)
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Residency Requirements and Course Waivers for the CERT/ALT-E

Students in this program may waive a maximum of 3 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 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 be a minimum of 3 credits and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Student teaching may be waived with practical experience in teaching. Practical experience in teaching may be satisfied by one of the following methods:

- One year of full-time teaching experience in an elementary or secondary school as specific in Rule 6A-4.002, F.A.C., or

- Six semester hours earned in a college student teaching or supervised internship completed in an elementary or secondary school.

Candidates who do not meet the above requirements will not have their student teaching 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/ALT-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 eight (8) 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.

Re-entry for the CERT/ALT-E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching,

internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Alternative Pathway/Secondary Education (Florida)

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 representative for more information.

The Alternative Pathway/Secondary Education is a certificate program that requires no prior teaching experience for the secondary teacher license in Florida. The program includes a clinical component. If students are not already in a classroom setting, student teaching will be required above and beyond program coursework. As state licensure requirements may change frequently, students must contact the Florida Department of Education to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

The Alternative Pathway /Secondary Education requires a minimum of 26 credits, which may come from a combination of required and elective courses.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/alt-e>.

Program Purpose

The Alternative Pathway/Secondary Education is a certificate program intended to prepare students with no prior teaching experience for the secondary teacher license in Florida. The program includes a clinical component requiring student teaching above and beyond program coursework. As state licensure requirements may change frequently, students must contact the Florida Department of Education to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Required Course of Study for the CERT/ALT-S

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MTE 507	0 credits
Orientation to Teacher Education	
MTE 505 ~.....	3 credit
Child and Adolescent Development	
MTE 523 ~.....	3 credits
Maintaining an Effective Learning Climate	
MTE 562 ~.....	3 credits
Assessment and Evaluation	
SEC 508 ~.....	3 credits
Models, Theories and Strategies for Secondary Education	

RDG 553 ~	3 credits
Reading and Language Arts in Secondary Settings: Research Based Instruction Practices for Diverse Learners	
SEC 598 ~	4 credits
Secondary Student Teaching Part A	
SEC 599 ~	4 credits
Secondary Student Teaching Part B	
<i>Select one of the following courses:</i>	
MTE 564 ~	3 credits
Curriculum Constructs and Assessment: Secondary Math	
SEI 503 ~	3 credits
Advanced Structured English Immersion Methods	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/ALT-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution. Degrees from nationally accredited institutions will not be accepted. All coursework for the Undergraduate degree must have been taken from a regionally accredited institution. Coursework taken during an institution's candidacy period is not acceptable for admission.
- A cumulative grade point average (GPA) of 3.0 on the undergraduate degree posted transcript.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- Demonstration of basic skills proficiency
- Verification of fingerprint clearance
- A signed Florida Alternative Pathways New Student Checklist.
- Students who reside outside of the US or US Territory are not eligible to apply.

Minimum Grade Requirement for the CERT/ALT-S

Candidates must earn a "B" or better in student teaching in order to complete the Florida Alternative Pathways program. Grades of "I" and "B-" are not accepted. Students who do not receive a "B" or better will be placed on Scholastic Disqualification and will be required to repeat the seminars and student teaching: SEC 598, SEC 599

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/ALT-S

- The completion of a minimum of 26 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 assignments associated with course requirements.
- Completion of e-portfolio.
- In order to receive 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 the CERT/ALT-S program will read as:

Alternative Pathway - Secondary Education

Academic Progression Requirements for the CERT/ALT-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 (secondary content area specific)
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Residency Requirements and Course Waivers for the CERT/ALT-S

Students in this program may waive a maximum of 3 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 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 be a minimum of 3 credits and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Student teaching may be waived with practical experience in teaching. Practical experience in teaching may be satisfied by one of the following methods:

- One year of full-time teaching experience in an elementary or secondary school as specific in Rule 6A-4.002, F.A.C., or
- Six semester hours earned in a college student teaching or supervised internship completed in an elementary or secondary school.

Candidates who do not meet the above requirements will not have their student teaching 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/ALT-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 eight (8) 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.

Re-entry for the CERT/ALT-S

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Administration and Supervision Certificate Program (California)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Administration and Supervision Certificate Program prepares candidates for principal licensure. The standards-based program is

designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative practicum is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/asc>.

Program Purpose

The Administration and Supervision Certificate is a graduate-level certificate program intended to prepare candidates for K-12 school principal licensure in California. The program includes a clinical component requiring field experiences and an administrative internship above and beyond program coursework. As state licensure requirements may change frequently, students must contact the California Commission on Teacher Credentialing to verify current requirements to become a licensed school principal. There may be additional qualifications and/or disqualifications applicable in order to work as a principal with any local, state or federal entity.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 Total Credits

ADMIN 501 0 credits

Orientation to Administration and Supervision

Introductory Course, 1 Total Credit

COM 516 1 credit

Professional Communications

Administrative Practicum, 3 Total Credits

ADMIN 594A ~ 1 credit

Administrative Practicum Part I: Instructional Leadership

ADMIN 594B ~ 1 credit

Administrative Practicum Part II: Organizational Management

ADMIN 594C ~ 1 credit

Principal Practicum Part III: Prof Perspectives & Ref Prac

Introduction to Principalship, 12 Total Credits

ADMIN 518 ~ 3 credits

Leadership and Collaborative Processes

ADMIN 570 ~ 3 credits

Equity, Diversity, and Access in Education

ADMIN 555 ~ 3 credits

School Policy and Law for Principals

ADMIN 575 ~ 3 credits

Family, Community and Media Relations

Functions and Strategies, 15 Total Credits

ADMIN 524 ~ 3 credits

Supervision of Curriculum, Instruction and Assessment

ADMIN 528 ~ 3 credits

Administration of Special Programs

ADMIN 535 ~ 3 credits

Business and Facilities Management

ADMIN 560 ~ 3 credits

Human Resources Leadership and Management

ADMIN 565 ~ 3 credits

School Improvement Processes

Program and Certification requirements are subject to change based on Department of Education or University Policy.

Additional Admission Requirements for the ASC

All applicants are expected to meet the following admissions requirements:

- A Masters degree from a regionally accredited college or university or equivalent graduate degree earned at a recognized foreign institution.
- Five (5) years verified full-time teaching experience or services experiences in schools in P-12 setting (substitute or part-time service does not apply).
 - The teaching or services experiences must be as a contracted teacher in either a traditional or year-round public or private school.
 - Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching or services experience:
 - * Verifiable (contracted) P-12 experience - 40 hours per week
- Verification of the following items:
 - Having passed California Basic Skills Test (CBEST), CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
 - Current negative TB test or negative chest xray
- 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, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills 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.

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.

Re-entry for the ASC

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Principal Licensure Certificate Program (Utah)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative 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>.

Program Purpose

The Principal Licensure Certificate is a graduate-level certificate program intended to prepare candidates for K-12 school principal licensure in select states. The program includes a clinical component requiring field experiences and an administrative internship above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed school principal. There may be additional qualifications and/or disqualifications applicable in order to work as a principal with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement school leadership practices to produce a positive impact on P-12 student learning.
- Students will be able to evaluate effective professional practice.
- Students will be able to apply professional ethics to their leadership practices.
- Students will be able to evaluate community factors to address the needs of diverse populations.
- Students will be able to evaluate research and synthesize information from multiple sources.

Required Course of Study for the PLC

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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	
ADMIN 591C ~	1 credit

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

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.

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.

Re-entry for the PLC

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the PLC

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for principal certification). Refer to the New Student Checklist and your state certification agency for specific requirements.
- 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.

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 representative 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>.

Program Purpose

The Principal Licensure Certificate is a graduate-level certificate program intended to prepare candidates for K-12 school principal licensure in select states. The program includes a clinical component requiring field experiences and an administrative internship above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed school principal. There may be additional qualifications and/or disqualifications applicable in order to work as a principal with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement school leadership practices to produce a positive impact on P-12 student learning.
- Students will be able to evaluate effective professional practice.
- Students will be able to apply professional ethics to their leadership practices.
- Students will be able to evaluate community factors to address the needs of diverse populations.

Students will be able to evaluate research and synthesize information from multiple sources.

Required Course of Study for the PLC

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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	
ADMIN 591C ~	1 credit

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.

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.

Re-entry for the PLC

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since

a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative for more information.

The Certificate in Special Education (CERT/SPE) prepares current certified teachers working in a K-12 regular education environment as special education teachers. This program is designed to provide them with the additional coursework required for certification as a K-12 special education. Coursework in this program includes special education methods, special education assessment and interpretation, characteristics of exceptionalities, scientifically based reading instruction, methods of teaching mathematics, and inclusion strategies for the special educator. Throughout the program, students are required to complete a minimum of 30-40 hours of verifiable field experiences, covering a variety of special education settings.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/cert-spe>.

Program Purpose

The Certificate in Special Education is a program intended for students who are already certified classroom teachers working in a K-12 regular education environment as a licensed elementary or secondary classroom teacher. This certificate is designed to provide students with the additional coursework required for certification as K-12 special education teachers in select states. The program includes a clinical component requiring field experiences above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are

intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the P-12 classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in special education.
- Students will be able to apply professional ethics to their instructional practices in special education.
- Students will be able to create and modify instructional and behavioral plans for a variety of learning needs.
- Students will be able to create innovative strategies and incorporate technology in a P-12 classroom setting.

Required Course of Study for the CERT/SPE

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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 512	3 credits
Special Education Assessment and Interpretation	
SPE 591	3 credits
Characteristics of Exceptionalities	
RDG 537	4 credits
Curriculum Constructs & Assessment: Reading and Language Arts	
MTH 506	3 credits
Methods of Teaching Mathematics	
MTE 522	3 credits
Maintaining an Effective Learning Climate	
SPE 558	3 credits
Transition Planning for Adolescents with Disabilities	
SPE 557	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.
- A minimum grade point average (GPA) of 3.0.
- Completion of Field Experience Observation Record (25 hours). To ensure students meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- Completion of e-portfolio.
- The certificate awarded for this program will read as:
Special Education Generalist

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.

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.

Re-entry for the CERT/SPE

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 representative for more information.

The Certificate in Special Education (CERT/SPE) prepares current certified teachers working in a K-12 regular education environment as special education teachers. This program is designed to provide them with the additional coursework required for certification as a K-12 special education. Coursework in this program includes special education methods, special education assessment and interpretation, characteristics of exceptionalities, scientifically based reading instruction, methods of teaching mathematics, and inclusion strategies for the special educator. Throughout the program, students are required to complete a minimum of 30-40 hours of verifiable field experiences, covering a variety of special education settings.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/>

programs/cert-spe.

Program Purpose

The Certificate in Special Education is a program intended for students who are already certified classroom teachers working in a K-12 regular education environment as a licensed elementary or secondary classroom teacher. This certificate is designed to provide students with the additional coursework required for certification as K-12 special education teachers in select states. The program includes a clinical component requiring field experiences above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the P-12 classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in special education.
- Students will be able to apply professional ethics to their instructional practices in special education.
- Students will be able to create and modify instructional and behavioral plans for a variety of learning needs.
- Students will be able to create innovative strategies and incorporate technology in a P-12 classroom setting.

Required Course of Study for the CERT/SPE

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MTE 500	0 credits
Orientation to the Special Education Certification Program	1 credit
COM 516	
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.

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.

Re-entry for the CERT/SPE

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version.

However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Storage Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The certificate program in Storage Management focuses on the tasks and skills involved in various information storage management job roles, and the technologies used to perform those tasks. The certificate includes information system fundamentals, foundations of networking, information systems security, storage and management of data, and cloud infrastructure. This certificate supports preparation for industry certifications relevant to information storage 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/cert-sm>.

Program Category Requirements and Prerequisites for the CERT/SM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundation, 3 total credits

CIS 207 3 credits

Information Systems Fundamentals

Storage Management, 6 total credits

NTC 255 ~ 3 credits

Storage and Management of Data

NTC 260 ~ 3 credits

Foundations of Cloud Services

Networking, 3 total credits

NTC 248 ~ 3 credits

Foundations of Networking

Information Security, 3 total credits

CMGT 245 ~ 3 credits

IS Security Concepts

Storage Management Capstone, 3 total credits

NTC 275 ~ 3 credits

Storage Management Capstone

NTC 270 ~ 3 credits

Storage Management Applied Capstone

The University reserves the right to modify the required course of study.

General Information for the CERT/SM

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/SM

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/SM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their associate or bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
Storage Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/SM

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.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to six (6) credits of the Required Course of Study. Stu-

dents must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: NTC 270, NTC 275

Applied Capstone Policies for the CERT/SM

- Students in this program may elect to complete a Storage Management Applied Capstone course, NTC 270, to coincide with a real-world applied capstone location. The applied capstone course is 5 weeks in length and the real-world applied capstone location must be a minimum of 5 weeks in length to coincide with the Storage Management Applied Capstone course.
- Students must meet the following requirements prior to enrolling in NTC 270:
 - Must be in good academic standing. Good academic standing is defined as not on academic probation, academic disqualification, and no student code of conduct violation on their record.
 - Must receive campus Academic Affairs approval for the student's selected site.
- NTC 270 is 5 weeks in length. This course require a minimum of 25 hours, or an average of 5 hours per week at an approved applied capstone location.
- If the applied capstone course is cancelled, terminated, or the student self-terminates from the approved applied capstone course location without campus Academic Affairs approval, the student will be withdrawn from class and will be issued a grade of "F" by their faculty member. Student must take NTC 275 Storage Management Capstone. Students will not be permitted to have a second attempt at passing the applied capstone course.
- If the applied capstone course is not completed with a passing grade, the student must take NTC 275 Storage Management Capstone. Students will not be permitted to have a second attempt at passing the applied capstone course.
- At the discretion of the Campus DAA or designee, outstanding student code of conduct issues may prevent a candidate's progression to the applied capstone course experience until the issue is resolved.

- The Student Code of Conduct applies to student behavior and actions that occur at approved real-world applied capstone location.

Re-Entry for the CERT/SM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Advanced Cyber Security Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Cyber Security Certificate concentrates on the concepts and principles of securing and protecting the information assets of the organization. The areas of information assurance, systems security, risk management, cryptography, cyber security and enterprise security are covered in this certificate. This program helps prepare for industry certifications such as the ISC2 Systems Security Certified Practitioner (SSCP) and Certified Information Systems Security Professional (CISSP).

For more information about our graduation 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-accs>.

Program Category Requirements for the CERT/ACS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Cyber Security, 18 total credits

Select 18 credits from the following:

CMGT 230.....	3 credits
Fundamentals of SSCP	
CMGT 400.....	3 credits
Intro to Information Assurance & Security	
CMGT 430.....	3 credits
Enterprise Security	
CMGT 431.....	3 credits
Information Systems Security	
CMGT 432.....	3 credits
Introduction to Cryptography	
CMGT 433.....	3 credits

Cyber Security
CMGT 442 3 credits
Information Systems Risk Management
The University reserves the right to modify the required course of study.

General Information for the CERT/ACS

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/ACS

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/ACS

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.00.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
Advanced Cyber Security (Undergraduate)

Residency Requirements and Course Waivers for the CERT/ACS

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.

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.

Re-Entry for the CERT/ACS

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Advanced Software Developer Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Advanced Software Developer Certificate concentrates on principles of software application development. This certificate explores modern software development through the use of multiple modern application programming languages as well as mobile programming and software architecture principles. This program helps preparation for industry certifications such as the C++ Certified Professional Programmer, Oracle Certified Professional JAVA

SE Associate and Professional Programmer (OCP) and Microsoft C# and VB certifications.

For more information about our graduation 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-asd>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to explain and apply fundamentals of software application development.
- Students will be able to apply concepts learned toward industry certifications.

Program Category Requirements for the CERT/ASD

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Software Developer, 18 total credits

BSA 385.....	3 credits
Intro to Software Engineering	
CSS 422.....	3 credits
Software Architecture	
MBL 400	3 credits
Mobile Fundamentals	
MBL 402	3 credits
Android Mobile Development	
MBL 404	3 credits
Android Mobile Implementation	
MBL 406	3 credits
iOS Mobile Development	
MBL 408	3 credits
iOS Mobile Implementation	
MBL 410	3 credits
Windows Mobile Development	
MBL 412	3 credits
Windows Mobile Implementation	
POS 408.....	3 credits
.NET I	
POS 409	3 credits
.NET II	
PRG 410.....	3 credits
C++ Programming I	
PRG 420.....	3 credits
Java Programming I	
PRG 421 ~	3 credits
Java Programming II	
VCT 340.....	3 credits
Web Design with Dreamweaver®	
WEB 407	3 credits
Advanced Web Development	
WEB 436.....	3 credits
Mobile Commerce	
WEB 437	3 credits

Web Commercialization

The University reserves the right to modify the required course of study.

General Information for the CERT/ASD

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/ASD

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/ASD

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

- The certificate awarded for this program will read as:
Advanced Software Developer (Undergraduate)

Residency Requirements and Course Waivers for the CERT/ASD

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.

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.

Re-entry for the CERT/ASD

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Programming Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The programming certificate focuses on the tasks involved in various programming management job roles, and the skills and technologies to perform those tasks. The certificate includes information system fundamentals and available coursework in logic for computer programming, programming in HTML5, C++, Java Programming, JavaScript applied to Microsoft Windows® application 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/cert-prg>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific

knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to describe and explain fundamental programming concepts.
- Students will be able to apply fundamentals of programming.

Preferred Sequence for the CERT/PRG

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundation, 3 total credits

CIS 207 3 credits
Information Systems Fundamentals

IT 200 3 credits
Digital Skills for the 21st Century

Programming, 15 total credits

PRG 211 ~ 3 credits
Algorithms and Logic for Computer Programming

PRG 215 3 credits
Java Programming Fundamentals

PRG 218 3 credits
Introduction to C/C++

PRG 280 3 credits
Programming in HTML5 with JavaScript

PRG 281 3 credits
Windows Application Development using HTML5 and JavaScript I
PRG 282 ~ 3 credits
Windows Application Development using HTML5 and JavaScript II

The University reserves the right to modify the required course of study.

General Information for the CERT/PRG

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/PRG

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/PRG

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their associate or bachelor program GPA falls below the minimum requirement.

- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
Programming (Undergraduate)

Residency Requirements and Course Waivers for the CERT/PRG

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.

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.

Re-entry for the CERT/PRG

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current

in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Advanced Networking Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Advanced Networking Certificate is designed to provide complete coverage of networking topics including the OSI model, network topologies, network protocols, network operating systems, as well as network architecture, network design and management. Comprehensive coverage of local area, wide area, and wireless networks including performance and service levels are addressed in this concentration. This certificate also provides an exposure to network modeling and measuring of network performance. This program helps preparation for industry certifications such as the Microsoft Certified Solutions Associate (MCSA) and Expert (MCSE) as well as the CompTIA Linux+ Powered by LPI 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/cert-an>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply fundamentals of networking.
- Students will be able to design and administer Windows Server infrastructure.

Program Category Requirements for the CERT/AN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Networking, 18 total credits

NTC 320	3 credits
Network Design Associate	
NTC 324	3 credits
Windows Server Configuration	
NTC 326	3 credits
Administering Windows Server	
NTC 328	3 credits
Advanced Windows Services	
NTC 362	3 credits
Fundamentals of Networking	
NTC 409	3 credits
Global Network Architecture and Design	

POS 433.....	3 credits
UNIX Networking	
NTC 340 ~	3 credits
Desktop Virtualization	
NTC 345 ~	3 credits
Cloud Virtualization	
NTC 350.....	3 credits
Data Center Virtualization	
NTC 412 ~	3 credits
Data Center Virtualization Administration	
NTC 414 ~	3 credits
Data Center Virtualization Design	
NTC 300.....	3 credits
Cloud Technologies	
NTC 302.....	3 credits
Network Web Services	

The University reserves the right to modify the required course of study.

General Information for the CERT/AN

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/AN

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/AN

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
Advanced Networking (Undergraduate)

Residency Requirements and Course Waivers for the CERT/AN

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.

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.

Re-entry for the CERT/AN

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Advanced Multimedia Development Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment

representative for more information.

The Advanced Multimedia Development Certificate focuses on the application of effective design principles in the development of various digital media. The skill set obtained in this certificate cover digital design, 3D design, image editing, web design, desktop publishing, electronic publishing and multimedia development. This program helps preparation for industry certifications such as the Adobe Certified Expert (ACE) as well as the Autodesk 3ds Max Design 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/cert-ammd>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply effective design principles.
- Students will be able to design various digital media.

Program Category Requirements for the CERT/AMMD

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Multimedia Development, 18 total credits

Select eighteen (18) credits

CIS 207	3 credits
Information Systems Fundamentals	
VCT 305.....	3 credits
Digital Design	
VCT 315.....	3 credits
3D Design	
VCT 330.....	3 credits
Image Editing with Photoshop®	
VCT 335.....	3 credits
3D Printing	
VCT 340.....	3 credits
Web Design with Dreamweaver®	
VCT 350.....	3 credits
Desktop Publishing with Acrobat Professional ®	
VCT 360.....	3 credits
Electronic Publishing with InDesign®	
VCT 370.....	3 credits
Multimedia Development with Flash®	
VCT 380.....	3 credits
Image Management with Lightroom	
VCT 390.....	3 credits
Video Communications with Premiere Pro	
WEB 407.....	3 credits
Advanced Web Development	
WEB 436.....	3 credits
Mobile Commerce	
WEB 437.....	3 credits
Web Commercialization	

The University reserves the right to modify the required course of

study.

General Information for the CERT/AMMD

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/AMMD

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/AMMD

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
Advanced Multimedia Development (Undergraduate)

Residency Requirements and Course Waivers for the CERT/AMMD

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.

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.

Re-entry for the CERT/AMMD

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Database Administration Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The certificate program in Database Administration focuses on the tasks and skills involved in various database management job roles, and the technologies used to perform those tasks. The certificate includes information system fundamentals, logic for computer programming, database applications, querying and administering a SQL Server, managing the database environment, and applied database management. This concentration addresses the fundamental technical skills specified in the Microsoft® Certified Solutions Associate (MCSA) body of knowledge.

For more information about our graduation 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-da>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific

knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to describe and explain fundamentals of database administration.
- Students will be able to apply concepts from the Microsoft® Certified Solutions Associate (MCSA) body of knowledge.

Preferred Sequence for the CERT/DA

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundation, 6 total credits

CIS 207	3 credits
Information Systems Fundamentals	
PRG 211~	3 credits
Algorithms and Logic for Computer Programming	
IT 200	3 credits
Digital Skills for the 21st Century	

Database Administration, 12 total credits

DBM 280~	3 credits
Fundamentals of Access Database	
DBM 294~	3 credits
Querying a SQL Server	
DBM 296~	3 credits
Administering a SQL Server	
DBM 298~	3 credits
Implementing a Data Warehouse	

The University reserves the right to modify the required course of study.

General Information for the CERT/DA

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/DA

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Certificate Completion Requirements for the CERT/DA

- Successful completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.

- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
Database Administration (Undergraduate)

Residency Requirements and Course Waivers for the CERT/DA

Students must meet the established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

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.

Re-entry for the CERT/DA

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Information Assurance and Security Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Information Assurance and Security Certificate offers coursework to successfully apply information technology theory and principles to address real world business opportunities and chal-

lenges. The coursework provides students with technical skills and interactive, hands-on experience in information systems, wireless networking, cyber security, cryptography, and systems security. This certificate concentrates on the concepts and principles of securing and protecting the information assets 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/cert-ias>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to explain and apply information security concepts.
- Students will be able to describe and explain fundamentals of networking.

Preferred Sequence for the CERT/IAS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundation, 3 total credits

CIS 207	3 credits
Information Systems Fundamentals	
IT 200	3 credits

Digital Skills for the 21st Century

Information Security, 9 total credits

CMGT 245 ~	3 credits
IS Security Concepts	
CMGT 230 ~	3 credits
Fundamentals of SSCP	
CMGT 232 ~	3 credits
Fundamentals of Cyber Security and Cryptography	

Networking, 6 total credits

NTC 247 ~	3 credits
Wireless Networking Concepts	
POS 221 ~	3 credits
Windows Server Configurations	

The University reserves the right to modify the required course of study.

General Information for the CERT/IAS

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/IAS

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Certificate Completion Requirements for the CERT/IAS

- Successful completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
Information Assurance and Security (Undergraduate)

Residency Requirements and Course Waivers for the CERT/IAS

Students must meet the established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

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.

Re-entry for the CERT/IAS

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic

Advisor for guidance.

Multimedia Development Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The certificate in Multimedia Development offers coursework focused on technical knowledge and IT skills applied to multimedia and digital image design. This coursework provides students with technical skills and interactive, hands-on experience in electronic visual communication fundamentals, image manipulation, design fundamentals and multimedia development. This concentration covers the body of knowledge for the Adobe® Certified Associate (ACA) exam.

For more information about our graduation 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-mmd>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to demonstrate technical knowledge and IT skills required for multimedia and digital design.
- Students will be to apply fundamentals of digital media design.

Preferred Sequence for the CERT/MMD

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundation, 3 total credits

CIS 207	3 credits
Information Systems Fundamentals	
IT 200	3 credits

Digital Skills for the 21st Century

Multimedia Development, 12 total credits

VCT 236 ~.....	3 credits
Introduction to Image Editing and Formatting	
VCT 221 ~.....	3 credits
Rich Media Communication Fundamentals	
VCT 231 ~.....	3 credits
Video Communication Fundamentals	
VCT 241 ~.....	3 credits
Electronic Publishing Fundamentals	

Web Design, 3 total credits

WEB 240 ~.....	3 credits
Web Design Fundamentals	

The University reserves the right to modify the required course of study.

General Information for the CERT/MMD

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/MMD

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Certificate Completion Requirements for the CERT/MMD

- Successful completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for the program will read as:
Multimedia Development (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MMD

Students must meet the established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

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.

Re-entry for the CERT/MMD

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Cisco Networking Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Cisco Networking certificate offers coursework designed to help students acquire the knowledge to install, configure and operate Local Area Network (LAN), Wide Area Network (WAN) as well as routing and switching implementations and management. This certificate covers the body of knowledge for the Cisco® Certified Network Associate (CCNA®) exam in preparing the student to install and configure Cisco® switches and routers in multiprotocol internetworks using LAN and WAN interfaces.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/cert-ccna>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to explain network security concepts.
- Students will be able to apply Cisco networking technologies.

Preferred Sequence and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundation, 3 total credits

CIS 207	3 credits
Information Systems Fundamentals	

IT 200	3 credits
Digital Skills for the 21st Century	

Cisco Networking, 12 total credits

CIT 245 ~	3 credits
Local Area Networking Fundamentals	

CIT 249 ~	3 credits
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Wide Area Network Environment	
CIT 274 ~	3 credits
Routing and Switching Implementations	
CIT 276 ~	3 credits
Routing and Switching Management	
Information Security, 3 total credits	
CMGT 245 ~	3 credits

IS Security Concepts

The University reserves the right to modify the required course of study.

General Information for the CERT/CCNA

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/CCNA

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Certificate Completion Requirements for the CERT/CCNA

- Successful completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for the program will read as:
Cisco Networking (Undergraduate)

Residency Requirements and Course Waivers for the CERT/CCNA

Students must meet established University residency requirement for 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.

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.

Re-entry for the CERT/CCNA

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Desktop Support Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Desktop Support Certificate offers coursework in the technologies and methods necessary to provide technical support to information technology and computer system users. Students will learn the customer support aspects of personal computer desktop software applications, computer hardware and software according to the A+ body of knowledge, including diagnosis and solutions.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/cert-ds>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply knowledge and skills in desktop support.
- Students will be able to apply knowledge and skills in IT customer support.

Preferred Sequence for the CERT/DS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundation, 3 total credits

CIS 207 3 credits
Information Systems Fundamentals

IT 200 3 credits
Digital Skills for the 21st Century

Desktop Support, 15 total credits

CIS 211 ~ 3 credits
Office Software Support Fundamentals
CIS 290 ~ 3 credits
Personal Computer Hardware Support
CIS 292 ~ 3 credits
Personal Computer OS Support
CIS 294 ~ 3 credits
Personal Computer Customer Support
CIS 296 ~ 3 credits
Computer Systems Maintenance

The University reserves the right to modify the required course of study.

General Information for the CERT/DS

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/DS

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Certificate Completion Requirements for the CERT/DS

- Successful completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for the program will read as:
Desktop Support (Undergraduate)

Residency Requirements and Course Waivers for the CERT/DS

Students must meet established University residency requirement

for 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.

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.

Re-entry for the CERT/DS

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Network Support Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Network Support Certificate offers coursework in the specific theories, competencies, and skills necessary for success as a network administrator. This certificate is developed with a focus on the Network+ body of knowledge including local area networks, wireless networks, and wide area networks.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/cert-ns>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific

knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to explain network security concepts.
- Students will be able to apply fundamentals of networking.

Preferred Sequence for the CERT/NS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundation, 3 total credits

CIS 207 3 credits
Information Systems Fundamentals

IT 200 3 credits
Digital Skills for the 21st Century

Networking, 12 total credits

NTC 245 ~ 3 credits
Foundation of Local Area Networks

NTC 247 ~ 3 credits
Wireless Networking Concepts

NTC 249 ~ 3 credits
Wide Area Networking Concepts

POS 221 ~ 3 credits
Windows Server Configurations

Information Security, 3 total credits

CMGT 245 ~ 3 credits
IS Security Concepts

The University reserves the right to modify the required course of study.

General Information for the CERT/NS

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/NS

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Certificate Completion Requirements for the CERT/NS

- Successful completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.

- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for the program will read as:
Network Support (Undergraduate)

Residency Requirements and Course Waivers for the CERT/NS

Students must meet established University residency requirement for 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.

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.

Re-entry for the CERT/NS

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Web Administration Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Web Administration Certificate focuses on the tasks involved in various web technology job roles, and the skills and technologies to perform those tasks. The coursework includes information system fundamentals, image editing and formatting, information systems security, website development, Internet business concepts

and network technology. This certificate addresses the objectives specified in the CIW® Web Foundations, CompTIA® IT Fundamentals and CompTIA® Security+ certificates. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/cert-wa>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to explain network security concepts.
- Students will be able to design, develop and administer web-based solutions using professional principles and standards.

Preferred Sequence for the CERT/WA

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundation, 3 total credits

CIS 207	3 credits
Information Systems Fundamentals	
IT 200	3 credits

Digital Skills for the 21st Century

Web Design, 9 total credits

CIT 277 ~.....	3 credits
Website Development Foundations	
CIT 278 ~.....	3 credits
Internet Business Concepts	
CIT 279 ~.....	3 credits

Network Technology Foundations

Information Security, 3 total credits

CMGT 245 ~	3 credits
IS Security Concepts	

Multimedia Development, 3 total credits

VCT 236 ~	3 credits
Introduction to Image Editing and Formatting	

The University reserves the right to modify the required course of study.

General Information for the CERT/WA

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/WA

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Certificate Completion Requirements for the CERT/WA

- Successful completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for the program will read as: Web Administration (Undergraduate)

Residency Requirements and Course Waivers for the CERT/WA

Students must meet established University residency requirement for 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.

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.

Re-entry for the CERT/WA

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

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 representative 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>.

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.

Required Course of Study for the CERT/APLUS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Computer Hardware Support, 3 total credits

CIS 290 3 credits
Personal Computer Hardware Support

Computer Operating System (OS) Support, 3 total credits

CIS 292 ~ 3 credits
Personal Computer OS Support
CIS 296 3 credits
Computer Systems Maintenance

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/APLUS

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- No work experience is required.

Certificate Completion Requirements for the CERT/APLUS

Credit Bearing Certificate completion requirements are the follow-

ing:

- 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

Re-entry for the CERT/APLUS

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Health Care Information Technology Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Health Care IT certificate offers coursework focused on technical knowledge and IT skills applied to health care business operations. This certificate covers the body of knowledge for the CompTIA HIT technician exam by focusing on technical skills and interactive, hands-on experience in Information Systems (IS) fundamentals, personal computer hardware and operating systems support, and Health Care Information Technology (HIT).

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/>

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply knowledge and skills in desktop support.
- Students will be able to implement and support IT systems in the health care industry.

Required Course of Study for the CERT/HIT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundation, 3 total credits

CIS 208 3 credits
Information Systems Fundamentals in Health Care

IT 200 3 credits
Digital Skills for the 21st Century

Desktop Support, 6 total credits

CIS 290 3 credits
Personal Computer Hardware Support

CIS 296 ~ 3 credits
Computer Systems Maintenance

Health Care IT, 9 total credits

HCS 208 3 credits
Introduction to Health Care Industry Terms

HCS 235 ~ 3 credits
Health Care Delivery in the U.S.
CIS 298 ~ 3 credits
Healthcare IT

The University reserves the right to modify the required course of study.

General Information for the CERT/HIT

This certificate program may be taken on its own or may be earned en-route to earning an associates degree.

Students who completed a certificate in its entirety and who later choose to enroll in an associates program with a concentration in the same area of focus as the completed certificate will not earn a second certificate en-route to completing the associates program.

Additional Admission Requirements for the CERT/HIT

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
 - Signed Hardware/Software Agreement
- Certificate Completion Requirements for the CERT/HIT
- Successful completion of a minimum of 18 credits.
 - A minimum grade point average (GPA) of 2.0.

- Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Health Care Information Technology
- Students who have earned an Associate (A or B Track) or undergraduate degree in Information Technology may not receive a certificate in the same area of focus. Example: a student may not earn an AAIT/HIT Track A or B first and come back to earn an HIT certificate; however, students who have completed a certificate may return to receive an associates or bachelors in Information Technology with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the CERT/HIT

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course(s) in the Required Course of Study may not be waived: CIS 298

Re-entry for the CERT/HIT

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

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 representative 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>.

Note: Although the completion of courses for this certificate program does not result in Network + certification, there are course materials available including simulations, hands-on exercises, and video lectures which the student can use for certification preparation if they choose to take the certification exam.

Required Course of Study for the NETPLUS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- No work experience is required.

Certificate Completion Requirements for the NETPLUS

- Completion of a minimum of 9 credits of the required course of study to meet University residency requirements.

- All students must meet residency requirements as set by the Dean for each Certificate program. Students who have completed the courses required for this certificate program as part of a University of Phoenix degree program are not eligible to enroll in and earn this certificate.
- A minimum grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as: Network+ Technologies

Residency Requirements and Course Waivers for the NETPLUS

Students may not waive any credits in this certificate program. The following courses in the required course of study may not be waived: NTC 245, NTC 247 and NTC 249

Re-entry for the NETPLUS

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

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 representative 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.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/ccna>

Preferred Sequence for the CCNA

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CIT 245.....3 credits

Local Area Networking Fundamentals

CIT 249 ~3 credits

Wide Area Network Environment

CIT 274 ~3 credits

Routing and Switching Implementations
CIT 276 ~ 3 credits

Routing and Switching Management

The University reserves the right to modify the required course of study.

***Note: Students enrolled in this certificate program are ineligible to receive Federal Student Financial Aid.*

Additional Admission Requirements for the CCNA

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- No work experience is required.

Certificate Completion Requirements for the CCNA

- Completion of 12 credits in the Required Course of Study
- All students must meet residency requirements as set by the Dean for each Certificate program.
- A minimum grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as: Cisco Networking Fundamentals

Residency Requirements and Course Waivers for the CCNA

- Students may not waive any credits in this certificate program.
- The following courses in the required course of study may not be waived: CIT 245, CIT 249, CIT 274, CIT 276

Re-entry for the CCNA

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Graduate Cyber Security 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 Graduate Cyber Security certificate will examine a number of methodologies and tools important to the discipline such as Information Systems Concepts; Financial Accounting; IS Auditing Processes; IT Governance and Management; Acquisition, Development, and Support of IS, and Information Assets Protection. Courses in this certificate can be used to help prepare for ISACA industry certifications.

For more information about our graduation 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-g-cs>.

Program Category Requirements for the CERT/G-CS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Cyber Security, 18 total credits

Select Eighteen (18) Credits

ACC 537	3 credits
Financial Accounting		
BSA 505	3 credits
IS Auditing Processes		
BSA 510	3 credits
IT Governance and Management		
BSA 515	3 credits
Acquisition, Development and Implementation of IS		
BSA 520	3 credits
Operations, Maintenance and Support of IS		
BSA 525	3 credits
Information Assets Protection		
CIS 568	3 credits
Information Systems Concepts		

The University reserves the right to modify the required course of study.

General Information for the CERT/G-CS

This certificate program may be taken on its own or may be earned en-route to earning a graduate degree.

Additional Admission Requirements for the CERT/G-CS

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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/G-CS

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 3.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their graduate program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a graduate program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
Graduate Cyber Security

Residency Requirements and Course Waivers for the CERT/G-CS

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

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 (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.

Re-entry for the CERT/G-CS

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Graduate Business Analytics 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 representative for more information.

The Graduate Business Analytics Certificate is designed to provide specific theories, competencies, and skills necessary for success in the field of Business Analytics. This certificate will examine a number of methodologies and tools important to the discipline such as Information Systems Concepts, Database Management, Statistics, IT Architecture, Data Relationship Management, Customer Relationship Management, Analytic Programming and Statistical Business Analytics. Courses in this certificate can be used to help prepare for Oracle and SAS industry certifications.

For more information about our graduation 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-ba>

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to develop and plan for the maintenance of databases for storage of business data and use in business analytics.
- Students will be able to retrieve and analyze data using appropriate statistical operations for use in decision making within an organization.

Required Course of Study for the CERT/G-BA

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Students must select 18 credits from the following course selections:

BSA 530	3 credits
IT Architecture	
BSA 540	3 credits
Data Relationship Management	
BSA 550	3 credits
Customer Relationship Management	
BSA 570	3 credits
Analytic Programming	
BSA 580	3 credits
Statistical Business Analytics	
CIS 568.....	3 credits
Information Systems Concepts	
DBM 502.....	3 credits
Database Management	
MTH 540.....	3 credits
Statistics	

The University reserves the right to modify the required course of study.

General Information for the CERT/G-BA

This certificate program may be taken on its own or may be earned en-route to earning a graduate degree.

Additional Admission Requirements for the CERT/G-BA

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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/G-BA

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 3.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their graduate program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a graduate program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
Graduate Business Analytics

Residency Requirements and Course Waivers for the CERT/G-BA

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

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 (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.

Re-entry for the CERT/G-BA

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state

or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Graduate Information Systems 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 representative for more information.

The Graduate Information Systems Management Certificate is designed to provide Information Systems Professionals an essential understanding of the Information Systems and Business environment in which they will work. This certificate contains courses on information systems, programming concepts, database management, and information system leadership. The certificate also provides an understanding of business areas such as accounting, marketing and human resources and their importance for an information systems leader.

For more information about our graduation 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-isim>.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply knowledge and skills to manage business systems.
- Students will be able to determine business information system needs through analysis and planning.

Required Course of Study for the CERT/G-ISM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Students must select 18 credits from the following course selections:

BSA 500	3 credits
Business Systems I	
BSA 502	3 credits
Business Systems II	
CIS 532	3 credits
Information Systems Leadership	
CIS 568	3 credits
Information Systems Concepts	
CSS 562.....	3 credits
Programming Concepts	

DBM 502.....3 credits

Database Management

The University reserves the right to modify the required course of study.

General Information for the CERT/G-ISM

This certificate program may be taken on its own or may be earned en-route to earning a graduate degree.

Additional Admission Requirements for the CERT/G-ISM

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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/G-ISM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 3.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their graduate program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a graduate program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
Graduate Information Systems Management

Residency Requirements and Course Waivers for the CERT/G-

CERTIFICATE PROGRAMS FOR THE COLLEGE OF SECURITY AND CRIMINAL JUSTICE

Enterprise Security Administration Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

Enterprise Security is focused on applying a comprehensive structure to an organization's security processes, systems, and personnel so that they align with the organization's strategic goals and direction. This program aligns with ASIS International's Certified Protection Professional knowledge domains to ensure students

ISM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

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 (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.

Re-entry for the CERT/G-ISM

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

obtain the skills and training necessary to function in a global security environment.

For more information about our graduation 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-esa>.

Program Purpose

The Enterprise Security Administration (ESA) Certificate is an educational certificate that provides a foundation of knowledge to pursue a career in security management with a public or private agency concentrating in personnel security, executive protection and investigations. This certificate does not prepare students for any type of professional certification or licensure.

Preferred Sequence and Prerequisites for the CERT/ESA

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

SEC 311.....	3 credits
Security Management Fundamentals	
SEC 371 ~.....	3 credits
Finance and Budgeting Practices	
SEC 431 ~.....	3 credits
Principles of Investigation	
SEC 411 ~.....	3 credits
Physical Security	
SEC 421 ~.....	3 credits
Personnel Security and Executive Protection	
SEC 491 ~.....	3 credits
Enterprise Security Administration Capstone	

The University reserves the right to modify the required course of study.

The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

Additional Admission Requirements for the CERT/ESA

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
 - An associate's degree or higher from a regionally or approved nationally accredited college or university, or candidate for accreditation, or foreign equivalent program 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.
 - Minimum of one year full-time post high school work experience in Security field or closely related experience is required.
 - Signed Acknowledgement Form
- Certificate Completion Requirements for the CERT/ESA**
- Completion of a minimum of 18 credits.
 - A minimum grade point average (GPA) of 2.0.

- Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Enterprise Security Administration (Undergraduate)

Residency Requirements and Course Waivers for the CERT/ESA

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.

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.

Re-Entry for the CERT/ESA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Physical Security Operations Certificate (Undergraduate)

The following certificate 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

representative for more information.

An in depth understanding of physical security principles is requisite to protecting critical infrastructure, organizational assets, and personnel in today's global environment. This program aligns with ASIS International's Physical Security Professional knowledge domains to ensure students are obtaining advanced skills and training in threat assessment, risk analysis, integrated physical security systems, and the appropriate identification, implementation, and ongoing evaluation of security measures.

For more information about our graduation 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-pso>.

Program Purpose

The Physical Security Operations (PSO) Certificate is an educational certificate that provides a foundation of knowledge to pursue a career in security management with a public or private agency concentrating in security systems measures, threat assessment and physical security. This certificate does not prepare students for any type of professional certification or licensure.

Preferred Sequence and Prerequisites for the CERT/PSO

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

SEC 319	3 credits
Computers and Information Processing in Security	
SEC 371 ~	3 credits
Finance and Budgeting Practices	
SEC 401 ~	3 credits
Threat and Vulnerability Management	
SEC 411 ~	3 credits
Physical Security	
SEC 489 ~	3 credits
Implementation of Security System Measures	
SEC 490 ~	3 credits
Physical Security Operations Capstone	

The University reserves the right to modify the required course of study.

The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

Additional Admission Requirements for the CERT/PSO

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- An associate's degree or higher from a regionally or approved nationally accredited college or university, or candidate for accreditation, or foreign equivalent program 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.
- Minimum of one year full-time post high school work experience in Security field or closely related experience is required.

- Signed Acknowledgement Form

Certificate Completion Requirements for the CERT/PSO

- Completion of a minimum of 18 credits.

- A minimum grade point average (GPA) of 2.0.

- Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

- The certificate awarded for this program will read as:
Physical Security Operations (Undergraduate)

Residency Requirements and Course Waivers for the CERT/PSO

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.

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.

Re-Entry for the CERT/PSO

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Criminal Justice Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Criminal Justice Management certificate area coursework is designed to give learners a depth of understanding concerning the management and administrative skills necessary to effectively run organizations in the various domains of criminal justice system. The courses included in this degree concentration focus primarily on the management and administration skill sets associated with the police, the courts, and with corrections. The theories and principles behind criminal justice are also examined. Students learn about policies, procedures associated with management functions, as well as many administrative practices and factors impacting criminal justice agency operations. This will not only give you the insight into what these specific departments are and what they do, but how to maintain and evaluate organizational operations from an administrative viewpoint. The certificate does not lead to certification; however the coursework alignment provides an emphasis of academic content that upon mastery is a source of in depth knowledge and skills for effectively managing criminal justice 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/cjm>.

Required Course of Study for the CERT/CJM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CJA 395	3 credits
Current Issues/Futures in Criminal Justice Management	
CJA 444 ~	3 credits
Organizational Behavior and Management	
CJA 454 ~	3 credits
Criminal Justice Management Theory and Practice	

CJA 474 ~	3 credits
Managing Criminal Justice Personnel	
CJA 475 ~	3 credits
Forecasting and Strategic Planning	
CJA 484 ~	3 credits
Criminal Justice Administration Capstone	

The University reserves the right to modify the required course of study.

The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

Additional Admission Requirements for the CERT/CJM

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- An associate's degree or higher from a regionally or approved nationally accredited college or university, or candidate for accreditation, or foreign equivalent program earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A minimum of one year full-time post high school work experience in the Criminal Justice industry is required.
- Signed Acknowledgement Form
- A minimum of one year full-time post high school work experience in the Criminal Justice industry is required.

Certificate Completion Requirements for the CERT/CJM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

- The certificate awarded for this program will read as:
Criminal Justice Management (Undergraduate)

Additional Residency Requirements and Course Waivers for the CERT/CJM

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.

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 courses in the required course of study may not be waived: CJA 484

Re-entry for the CERT/CJM

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Critical Incident Response Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The mission of the Critical Incident Response certificate is to academically prepare students from diverse backgrounds for positions as private industry security practitioners. Students actively participating in the Critical Incident Response certificate program will receive core instruction to:

-Introduce Security Management business and security issues, including the role of the Chief Security Officer.

- Review the facilities of physical security measures, including active and passive protection systems.
- Review personal security measures including employee, general public and VIP protection systems and methods.
- Address global socioeconomic, political, and environmental security issues as well as an introduction to the US State Department International Traffic in Arms Regulation and the US Commerce Department Export Administration Regulations on global business operations.
- Address domestic and international terrorism and its impact on corporate security operations as well as national security interest and its impact on international operations.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/cir>.

Required Course of Study for the CERT/CIR

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

SEC 311	3 credits
Security Management Fundamentals	
SEC 411 ~.....	3 credits
Physical Security	
SEC 421 ~	3 credits
Personnel Security and Executive Protection	
SEC 451 ~	3 credits
Global Security Issues	
SEC 461 ~	3 credits
Terrorism	
SEC 471 ~	3 credits
Critical Incident Management	

The University reserves the right to modify the required course of study.

The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

Additional Admission Requirements for the CERT/CIR

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- An associate's degree or higher from a regionally or approved nationally accredited college or university, or candidate for accreditation, or foreign equivalent program 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.
- Signed Acknowledgement Form

Certificate Completion Requirements for the CERT/CIR

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
Critical Incident Response (Undergraduate)

Residency Requirements and Course Waivers for the CERT/CIR

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.

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.

Re-entry for the CERT/CIR

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without

appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Asset Protection/Loss Prevention Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The mission of the Asset Protection Loss Prevention certificate is to develop critical thinking, creative decision-making, and management capabilities of public and private industry security practitioners that will enable professional success. Specifically, the program prepares graduates to employ current security, management, and leadership theories and evidence-based practices to:

- Introduce the development of emergency response plan including risk assessments
- Introduce processes that facilitate an enhanced understanding of global and national security implications, as well as procedures to mitigate potential risks.
- Develop critical thinking skills that facilitate improved security management decision making.
- Introduce the theoretical underpinnings of homeland security risk management and presents principles and practices that support public safety programs.
- Introduce the practice of avoidance, minimization, or elimination of unacceptable risks to an enterprise, including loss prevention.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/aplp>.

Required Course of Study for the CERT/APLP

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

SEC 200	3 credits
Emergency Management and Response	3 credits
Physical Asset Protection	3 credits
Critical Thinking in Security Management	3 credits
Homeland Security and Public Safety	3 credits
SEC 240 ~	3 credits
Loss Prevention and Supply Chain Security	

SEC 250 ~ 3 credits
Cyber Security Fundamentals

The University reserves the right to modify the required course of study.

The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

Additional Admission Requirements for the CERT/APLP

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Signed Acknowledgement Form

Certificate Completion Requirements for the CERT/APLP

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
Asset Protection - Loss Prevention (Undergraduate)

Residency Requirements and Course Waivers for the CERT/APLP

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.

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.

Re-entry for the CERT/APLP

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Cybercrimes Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Cybercrimes certificate area coursework provides students with the basic knowledge and 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 domains 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 organizations. The certificate does not lead to specific industry certification; however, the coursework alignment is an emphasis of academic content and skills based knowledge designed to develop a strong foundational understanding of cybercrime models and 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/cyb>.

Required Course of Study for the CERT/CYB

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

BCC 395.....	3 credits
Contemporary Issues and Futures in Cybercrimes	
BCC 400 ~	3 credits
Information Systems 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	

The University reserves the right to modify the required course of study.

The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

Additional Admission Requirements for the CERT/CYB

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- An associate's degree or higher from a regionally or approved nationally accredited college or university, or candidate for accreditation, or foreign equivalent program earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A minimum of one year full-time post high school work experience in the Criminal Justice industry is required.
- Signed Acknowledgement Form
- A minimum of one year full-time post high school work experience in the Criminal Justice industry is required.

Certificate Completion Requirements for the CERT/CYB

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.

- Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Cybercrimes (Undergraduate)

Additional Residency Requirements and Course Waivers for the CERT/CYB

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.

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 courses in the required course of study may not be waived: CJA 484

Re-entry for the CERT/CYB

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements / restrictions. Re-entry students should consult their Academic Advisor for guidance.

Human Services and the Criminal Justice System Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the

Online modality in their state. Please contact your enrollment representative for more information.

The Human Services and the Criminal Justice System certificate area coursework is intended to give graduates knowledge and basic skills to work in human services and helping domains of the criminal justice system. This particular certificate 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 certificate does not lead to a particular industry certification; however, 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/hscj>.

Required Course of Study for the CERT/HSCJ

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CJHS 395.....	3 credits
Issues and Futures in Human Services in Criminal Justice	
CJHS 400 ~	3 credits
Theory and Practice: Human Services in Criminal Justice	
CJHS 410 ~	3 credits
Mental Health and Crisis Interventions in Criminal Justice	
CJHS 420 ~	3 credits
Case Management and Services Provided in Criminal Justice	
CJHS 430 ~	3 credits
Collaborative Services in Criminal Justice	
CJA 484 ~.....	3 credits
Criminal Justice Administration Capstone	

The University reserves the right to modify the required course of study.

The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

Additional Admission Requirements for the CERT/HSCJ

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

- An associate's degree or higher from a regionally or approved nationally accredited college or university, or candidate for accreditation, or foreign equivalent program earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A minimum of one year full-time post high school work experience in the Criminal Justice industry is required.
- Signed Acknowledgement Form
- A minimum of one year full-time post high school work experience in the Criminal Justice industry is required.

Certificate Completion Requirements for the CERT/HSCJ

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Human Services and the Criminal Justice System (Undergraduate)

Additional Residency Requirements and Course Waivers for the CERT/HSCJ

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.

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 courses in the required course of study may not be waived: CJA 484

Re-entry for the CERT/HSCJ

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Criminal Justice Security Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Criminal Justice Security certificate area coursework is intended to give graduates 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 particular certificate 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 analysis, risk management, counterterrorism, critical infrastructure and management are required. Security graduates 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 organizations. The certificate does not lead to specific industry certification; however, the coursework alignment provides an emphasis of academic content and skills that support effective security practices and in depth knowledge of security related 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/sec>.

Required Course of Study for the CERT/SEC

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

BSS 395 3 credits

Contemporary Issues and Futures in Security

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.

The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

Additional Admission Requirements for the CERT/SEC

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
 - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- An associate's degree or higher from a regionally or approved nationally accredited college or university, or candidate for accreditation, or foreign equivalent program earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A minimum of one year full-time post high school work experience in the Criminal Justice industry is required.
- Signed Acknowledgement Form
- A minimum of one year full-time post high school work experience in the Criminal Justice industry is required.

Certificate Completion Requirements for the CERT/SEC

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
 Criminal Justice Security (Undergraduate)

Additional Residency Requirements and Course Waivers for

the CERT/SEC

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.

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 courses in the required course of study may not be waived: CJA 484

NONCREDIT-BEARING PROGRAMS

School of Continuing Education provides noncredit instructional opportunities for a variety of learners to develop their knowledge, build essential skills, and expand career paths in flexible and dynamic formats. The professional development courses and programs offered through the School of Continuing Education are documented on an official University of Phoenix noncredit transcript designated for the School of Continuing Education.

School of Continuing Education students must adhere to the standard University of Phoenix student and university policies.

Students intending to use professional development courses to satisfy continuing education or professional development requirements are responsible for determining whether professional development courses taken at University of Phoenix will satisfy such requirements.

Professional development educational measurements differ based on category.

Continuing Education Units (CEU) are awarded at the ratio of 10 hours of qualified instruction to 1 CEU.

Professional Development Units (PDU) are awarded at the ratio of 1 hour of qualified instruction to 1 PDU.

Contact Hours are awarded at the ratio of 60 minutes of qualified instruction to 1 contact hour.

Grading Procedures

Formal grade reports are available through the student web site upon completion of each course. Grade reports indicate the course taken, credits received, and grade assigned. A student who has failed to make payment for tuition of a course will have the grade withheld until payment is made.

Re-entry for the CERT/SEC

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Certificate Awards

Upon completion of all courses in a certificate program and submission of the Request for Certificate form, a certificate of completion and a certificate posted transcript will be processed.

Accreditation and Affiliations

The following agencies have supported the development of the certificate program that relates to their specific field:

- The Society for Human Resource Management (SHRM)
- Project Management Institute (PMI), Globally Registered Education Provider (R.E.P)
- Call Center Industry Advisory Council (CIAC)

Faculty members are required to post final grades within seven days of completion of the course.

P = Passing. Student satisfactorily completed the course.

F = Failing. Student performance demonstrates unsatisfactory or below minimally acceptable achievement in accomplishing course goals and objectives.

W = Withdrawal

Student withdrawn 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.

Grade Disputes and Grade Corrections

Students should raise concerns or questions about perceived assignment and course grading errors directly with faculty promptly after receiving feedback and grades. No one other than the faculty member teaching the course may determine assignment or course grades for a student. Students are not allowed to submit extra work to raise their grade. Students' grades represent the work and knowledge level attained within the regularly scheduled course dates.

Grades on individual assignments may be changed by the faculty at any time while the course is in session. Students' grades may not be changed by the faculty member after final grades have been submitted unless the student initiates the grade dispute process or if the faculty member determines the original grade was improperly calculated.

Students disputing a grade received may contact their Academic Representative, who will assist the student with initiating a grade dispute. However, the decision regarding whether to change the grade rests solely with the faculty member. A grade dispute must be initiated within six (6) weeks of the grade posting date. Grade disputes are not appealable beyond the campus level.

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TUITION AND FEES

UNDERGRADUATE (Online)

Type of Fee	Amount*	When Due
Online		
Single Course Application Fee (non degree seeking)	\$ 45.00	At time of application.
Credit Recognition Program/Tuition Per Credit	\$ 250.00	Due in accordance with the payment option chosen in Financial Options Guide.
Tuition Per Credit Associates	\$ 410.00	Due in accordance with the payment option chosen in Financial Options Guide.
Tuition Per Credit School of Business (Level 100 and Level 200)	\$ 410.00	Due in accordance with the payment option chosen in Financial Options Guide.
School of Business (Level 300 and Level 400)	\$ 635.00	
Tuition Per Credit School of Nursing (Level 100 and Level 200)	\$ 410.00	
School of Nursing (Level 300 and Level 400)	\$ 510.00	Due in accordance with the payment option chosen in Financial Options Guide.
School of Health Services Administration Level 100 and Level 200	\$ 410.00	
School of Health Services Administration Level 300 and Level 400	\$ 635.00	
Tuition Per Credit College of Social Sciences (Level 100 and Level 200)	\$ 410.00	
College of Social Sciences (Level 300 and Level 400)	\$ 610.00	
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
BSP (Level 100 and Level 200)	\$ 410.00	
BSP (Level 300 and Level 400)	\$ 585.00	Due in accordance with the payment option chosen in Financial Options Guide.
CERT/ADD (Level 100 and Level 200)	\$ 410.00	
CERT/ADD (Level 300 and Level 400)	\$ 585.00	
CERT/FCS (Level 100 and Level 200)	\$ 410.00	
CERT/FCS (Level 300 and Level 400)	\$ 585.00	
CERT/GER (Level 100 and Level 200)	\$ 410.00	
CERT/GER (Level 300 and Level 400)	\$ 585.00	
CERT/HSM (Level 100 and Level 200)	\$ 410.00	
CERT/HSM (Level 300 and Level 400)	\$ 585.00	
Tuition Per Credit College of Education (Level 100 and Level 200)	\$ 410.00	Due in accordance with the payment option chosen in Financial Options Guide.
College of Education (Level 300 and Level 400)	\$ 420.00	

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and Phoenix Career Services.

Type of Fee	Amount*	When Due
Tuition Per Credit		
College of Humanities and Sciences (Level 100 and Level 200)	\$ 410.00	Due in accordance with the payment option chosen in Financial Options Guide.
College of Humanities and Sciences (Level 300 and Level 400)	\$ 630.00	
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
BSEVS (Level 100 and Level 200)	\$ 410.00	
BSEVS (Level 300 and Level 400)	\$ 450.00	
BAENG (Level 100 and Level 200)	\$ 410.00	
BAENG (Level 300 and Level 400)	\$ 450.00	
BSBIO (Level 100 and Level 200)	\$ 410.00	
BSBIO (Level 300 and Level 400)	\$ 435.00	
BSHST (Level 100 and Level 200)	\$ 410.00	
BSHST (Level 300 and Level 400)	\$ 435.00	
Tuition Per Credit		
College of Security and Criminal Justice (Level 100 and Level 200)	\$ 410.00	Due in accordance with the payment option chosen in Financial Options Guide.
College of Security and Criminal Justice (Level 300 and Level 400)	\$ 610.00	
Tuition Per Credit		
College of Information Systems and Technology (Level 100 and Level 200)	\$ 410.00	
College of Information Systems and Technology (Level 300 and Level 400)	\$ 635.00	Due in accordance with the payment option chosen in Financial Options Guide.
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
CCNA	\$ 290.00	
CERT/APLUS	\$ 290.00	
NETPLUS	\$ 290.00	
Continuing Education for Educators	\$ 175.00	Prior to the first class session of each course.
Education Single Courses	\$ 280.00	
Liberal Arts Single Courses (Level 100 and Level 200)	\$ 410.00	
Liberal Arts Single Courses (Level 300 and Level 400)	\$ 635.00	
School of Continuing Education (Level 100 and Level 200)	\$ 410.00	
School of Continuing Education (Level 300 and Level 400)	\$ 635.00	
Directed Study Administrative Charge (non-refundable)	\$ 75.00	When Directed Study course is scheduled.
Book and Materials Charges	Varies by course	When books and materials are purchased.
Resource Fees+ (if applicable)	\$ 140.00	Due in accordance with the payment option chosen in Financial Options Guide.
Resource Fees+ for DCE	\$ 25.00	
CLEP® Examination	Contact Your Campus Representative	Upon notification.
<i>*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.</i>		
<i>+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and Phoenix Career Services.</i>		

University of Phoenix, 2015-2016
TUITION AND FEES
UNDERGRADUATE (Online)

Type of Fee	Amount*	When Due
Prior Learning Assessment Fees		If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation.
Portfolio Submission Fee	\$150.00	All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.
Per Assessed Credit Fee	\$75.00	
Check Return Fee	Contact Your Campus Representative	Upon notification.
Late Payment Fee	\$ 25.00	Upon notification.
Diploma & Transcript - Rush/Duplicate Fees		
2nd day delivery	\$ 45.00	Upon request.
Duplicate Diploma	\$ 30.00	Upon request.
Duplicate Certificate	\$ 15.00	Upon request.
Transcript	\$ 7.00	Upon request.
Transcript Rush	\$ 30.00	Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and Phoenix Career Services.

GRADUATE (Online)

Type of Fee	Amount*	When Due
Application Fee (applicable to certificate and single course applications only)	\$ 45.00	At time of application.
Tuition Per Credit		
School of Business	\$ 740.00	
School of Nursing	\$ 595.00	
School of Health Services Administration	\$ 740.00	
College of Security and Criminal Justice	\$ 740.00	
College of Information Systems and Technology	\$ 740.00	Due in accordance with the payment option chosen in Financial Options Guide.
College of Education	\$ 540.00	
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
CERT/T2T-E	\$ 280.00	
CERT/T2T-S	\$ 280.00	
CERT/ECH	\$ 400.00	
College of Social Sciences	\$ 740.00	
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
MSC/SC	\$ 685.00	
Tuition Per Credit		
School of Advanced Studies	\$ 810.00	Due in accordance with the payment option chosen in Financial Options Guide.
Tuition Per Credit		
School of Continuing Education	\$ 740.00	Due in accordance with the payment option chosen in Financial Options Guide.
Directed Study Administrative Charge (non-refundable)	\$ 75.00	When Directed Study course is scheduled.
Book and Materials Charges	Varies by course	When books and materials are purchased.
Resource Fees+ (if applicable)- Graduate	\$ 165.00	Due in accordance with the payment option chosen in Financial Options Guide.
Resource Fees+ (if applicable)- Doctoral	\$ 175.00	
Check Return Fee	Contact Your Campus Representative	Upon notification.
Late Payment Fee	\$ 25.00	Upon notification.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and Phoenix Career Services.

FACILITIES

Alabama Locations

Birmingham Campus
100 Corporate Parkway
Suite 250
Birmingham, AL 35242-2982
205 747-1001

Arizona Locations

Phoenix Campus
1625 West Fountainhead
Pkwy
Tempe, AZ 85282-2371
602 557-2000

University of Phoenix at Western International University
1601 West Fountainhead
Pkwy
Tempe, AZ 85282

Northwest Learning Center
2550 West Union Hills Drive
Phoenix, AZ 85027-5139
602 557-2000

West Valley Learning Center
9520 West Palm Lane,
Phoenix, AZ 85037-4403
602 557-2000

Southern Arizona Campus
800 659-8988
300 S Craycroft Road
Tucson, AZ 85711-4574
520 881-6512

Yuma Learning Center
899 East Plaza Circle
Yuma, AZ 85365-2033
928 341-0233

Arkansas Locations

Little Rock Campus
10800 Financial Center Parkway
Little Rock, AR 72211-3552
501 225-9337

Pinnacle Hills Learning Center
1800 S 52nd Street
Rogers, AR 72758
479 986-0385

California Locations

Bay Area Region
3590 N. First Street
San Jose, CA 95134-1805
800 266-2107

Livermore Branch

2481 Constitution Drive
Livermore, CA 94551-7573
925 273-8100

Oakland Branch

2100 Franklin Street
Oakland, CA 94612-3096
800 266-2107

Central Valley Region

45 River Park Place West
Fresno, CA 93720-1552
800 266-2107

Bakersfield Branch

4900 California Ave
Bakersfield, CA 93309-7018
800 266-2107

Visalia Branch

301 East Acequia Ave
Visalia, CA 93291-6341
800 266-2107

Sacramento Valley Region

2860 Gateway Oaks Drive
Sacramento, CA 95833-4334
800 266-2107

Fairfield Branch

5253 Business Center Drive,
Fairfield, CA 94534-1630
800 266-2107

Modesto Branch

5330 Pirrone Road
Salida, CA 95368-2107
800 266-2107

San Diego Region

9645 Granite Ridge Drive
Suite 200
San Diego, CA 92123-2658
800 473-4346

El Centro Branch

3095 N Imperial Avenue
Suite 101
El Centro, CA 92243
760 355-1190

Palm Desert Branch

34100 Gateway Drive
Palm Desert, CA 92211-0850
800 473-4346

San Marcos Branch

300 Rancheros Drive
San Marcos, CA 92069-2967
760 510-8253

Southern California Region

3090 Bristol Street

Costa Mesa, CA 92626-3099
800 888-1968

Gardena Branch

1515 W 190th Street
Suite #450
Gardena, CA 90248-4319
800 888-1968

La Palma Branch

6 Centerpointe Drive
La Palma, CA 90623-2503
800 888-1968

Murrieta Branch

25240 Hancock Ave
Murrieta, CA 92562-5990
951 677-0883
800 888-1968

Ontario Branch

3110 E Guasti Road
Ontario, CA 91761-1219
800 888-1968

Pasadena Branch

299 N Euclid Avenue
Pasadena, CA 91101-1531
800 888-1968

San Bernardino Branch

451 E Vanderbilt Way
Suite 100
San Bernardino, CA 92408-3610
800 888-1968

South Coast Branch

3150 Bristol Street
Suite 100
Costa Mesa, CA 92626-3088
800 888-1968

Woodland Hills Branch

5955 De Soto Ave
Woodland Hills, CA 91367-5107
800 888-1968

Colorado Locations

Colorado Campus - Lone Tree

10004 Park Meadows Drive
Lone Tree, CO 80124-5453
303 755-9090

Colorado Springs Downtown

2 North Cascade Avenue
Suite 100
Colorado Springs, CO 80903-1620
719 527-9000

Turnpike Learning Center

8700 Turnpike Drive
Westminster, CO 80030-7030
303 755-9090

Connecticut Locations

Fairfield County Campus

535 Connecticut Ave
Norwalk, CT 06854-1700
203 523-4700

District of Columbia Locations

Washington DC Campus

25 Massachusetts Ave NW
Washington, DC 20001-1431
202 423-2520

Florida Locations

Central Florida Main Campus
8325 South Park Circle
Suite 100
Orlando, FL 32819-9075
407 345-8868

West Florida Learning Center
12802 Tampa Oaks Boulevard
Suite 200
Temple Terrace, FL 33637-1920
813 626-7911

North Florida Campus
4500 Salisbury Road
Suite 200
Jacksonville, FL 32216-0959
904 636-6645

Oakleaf Learning Center
9775 Crosshill Blvd
Suites A-1, A-2
Jacksonville, FL 32222-5823
904 636-6645

South Florida Main Campus
2400 SW 145th Avenue
Miramar, FL 33027-4145
Cypress Creek Learning Center
550 W Cypress Creek Road
Suite 150
Ft. Lauderdale, FL 33309-6104
866 766-0766

Miami Learning Center

11410 NW 20th Street
Suite 100
Miami, FL 33172-1111
866 766-0766
305 428-4911 FAX

Georgia Locations

Atlanta Campus
8200 Roberts Drive
Sandy Springs, GA 30350-4147
678 731-0555

DeKalb Learning Center
2600 Century Center
Atlanta, GA 30345-3125
404 443-6900
404 443-6901 FAX

McDonough Learning Center
2030 Avalon Parkway
Suite 100
McDonough, GA 30252-3055
770 268-4100

Augusta Campus
3150 Perimeter Parkway
Augusta, GA 30909-4583
706 868-2000

Columbus Georgia Campus
7200 North Lake Drive
Columbus, GA 31909
706 320-1266

Savannah Campus
8001 Chatham Center Drive
Savannah, GA 31405-7400
912 232-0531

Hawaii Locations

Hawaii Campus
745 Fort Street
Suite 2000
Honolulu, HI 96813-3800
808 536-2686

Kapolei Learning Center
949 Kamokila Blvd
Kapolei, HI 96707-2082
808 693-8686

Idaho Locations

Idaho Campus
1422 South Tech Lane
Meridian, ID 83642-5114
208 898-2000
208 895-9728 FAX

Illinois Locations

Chicago Campus
1500 McConnor Parkway
Suite 700
Schaumburg, IL 60173-4395
847 413-1922

Downtown Chicago Learning Center
203 N LaSalle St
Chicago, IL 60601-1210
312 223-1101

Indiana Locations

Indianapolis Campus
7999 Knue Road
Indianapolis, IN 46250-1932
317 585-8610

Northwest Indiana Campus
8401 Ohio Street
Merrillville, IN 46410-6687
219 794-1500

Iowa Locations

Des Moines Campus
317 6th Avenue
Suite 102
Bank of America Building
Des Moines, IA 50309-4109
866 229-5743

Kentucky Locations

Louisville Campus
10400 Linn Station Road
Louisville, KY 40223-3839
502 423-0149
800 697-8223

Louisiana Locations

Baton Rouge Campus
2431 S Acadian Thruway
Baton Rouge, LA 70808-2300
225 927-4443

New Orleans Learning Center

1 Galleria Blvd
Suite 825
Metairie, LA 70001-2082
504 613-1500

Shreveport-Bossier Campus

350 Plaza Loop Drive
Building E
Bossier City, LA 71111-4390
318 549-8920

Maryland Locations

Maryland Campus
8830 Stanford Blvd
Suite 100
Columbia, MD 21045-5423
410 872-9001

Massachusetts Locations

Boston Campus
19 Granite Street
Suite 300
Braintree, MA 02184-1744
866 867-3678
602 308-7018 FAX

Michigan Locations

Detroit Main Campus
26261 Evergreen Road
Southfield, MI 48076-4400
248 675-3700

Downtown Detroit Learning Center

1001 Woodward Avenue
Detroit, MI 48226-1904
313 324-3900

West Michigan Campus 318 River Ridge Drive NW Walker, MI 49544-1683 616 647-5100	Nevada Locations Las Vegas Campus 3755 Breakthrough Way Las Vegas, NV 89135-3047 702 638-7279	Charlotte North Learning Center 10925 David Taylor Drive Charlotte, NC 28262-1041 704 504-5409	Pennsylvania Locations Philadelphia Main Campus 30 South 17th Street Philadelphia, PA 19103-4001 267 234-2000
Ann Arbor Learning Center 315 E Eisenhower Ann Arbor, MI 48108-3350 734 994-0816	Henderson Learning Center 7777 Eastgate Road Henderson, NV 89011-4039 702 638-7279	Raleigh Campus 5511 Capital Center Drive Raleigh, NC 27606-3380 919 854-2121	Puerto Rico Locations Puerto Rico Campus B7 Calle Tabonuco Santander Tower at San Patricio Guaynabo, PR 00968 787 731-5400 787 731-1510 FAX
Minnesota Locations	New Jersey Locations	Ohio Locations	South Carolina Locations
Minneapolis/St. Paul Campus 435 Ford Road St. Louis Park, MN 55426-4915 952 487-7226	Jersey City Campus 100 Town Square Place Jersey City, NJ 07310-1756 201 610-1408	Cleveland Main Campus 3401 Enterprise Parkway Beachwood, OH 44122-7343 216 378-0473	Columbia - South Carolina Campus 1001 Pinnacle Point Drive Columbia, SC 29223-5727 803 699-5096
Missouri Locations	New Mexico Locations	Oklahoma Locations	Tennessee Locations
Kansas City Campus 1310 E 104th Street Suite 100 Kansas City, MO 64131-4504 816 943-9600	New Mexico Campus 5700 Pasadena Ave NE Albuquerque, NM 87113-1570 505 821-4800	Oklahoma City Campus 6501 Broadway Ext Suite 100 Oklahoma City, OK 73116-8234 405 842-8007	Knoxville Campus 10133 Sherrill Blvd Suite 120 Knoxville, TN 37932-3347 865 288-6800
St. Louis Campus 13801 Riverport Drive St. Louis, MO 63043 314-298-9755	Santa Teresa Learning Center 1270 Country Club Road Santa Teresa, NM 88008-9725 575 874-4600	Tulsa Learning Center 14002 East 21st Street Suite 1000 Tulsa, OK 74134-1412 918 622-4877 918 622-4981 FAX	Memphis Campus 65 Germantown Court Cordova, TN 38018-7290 901 751-1086
Downtown St. Louis Learning Center 211 North Broadway Suites 901 St. Louis, MO 63102-2711 314 298-9755	North Carolina Locations	Oregon Locations	Nashville Campus 616 Marriott Drive Nashville, TN 37214-5048 615 872-0188
	Charlotte Campus 3800 Arco Corporate Drive Charlotte, NC 28273-3409 704 504-5409	Oregon Campus 13221 SW 68th Pkwy Tigard, OR 97223-8328 503 403-2900	Chattanooga Learning Center 1208 Pointe Centre Drive Chattanooga, TN 37421-3983 423 499-2500
		Cascades Station Learning Center 9600 NE Cascades Parkway Suite 200 Portland, OR 97220-6831 503 280-7300	Murfreesboro Learning Center 2615 Medical Center Parkway Murfreesboro, TN 37129-3661 615 872-0188
		Salem Learning Center 670 Hawthorne Ave SE Salem, OR 97301-5096 503 364-5695	

Texas Locations

Austin Campus

10801-2 Mopac Expy
Suite 300
Austin, TX 78759-5459
512 344-1400

Killeen Learning Center

902 West Central Texas Expy
Suite 300
Killeen, TX 76541-2566
254 501-6950

Dallas Campus

12400 Coit Road
Dallas, TX 75251-2004
972 385-1055

Resource Center at Arlington Highlands

3900 Arlington Highlands Boulevard
Suite 237
Arlington, TX 76018-6038
817 505-4200
817 557-3483 FAX

East El Paso Campus

1340 Adabel Drive
El Paso TX 79936-6954
Phone: (915) 599-5900

Houston Campus

11451 Katy Freeway
Houston, TX 77079-2004
713 465-9966

West Loop Learning Center

4888 Loop Central Drive
Houston, TX 77081-2211
713 465-9966

Woodlands Learning Center

24624 Interstate 45
Spring, TX 77386-1935
281 298-3500
281 419-3860 FAX

McAllen Campus

4201 South Shary Road
Mission, TX 78572-1578
956 519-5800

San Antonio Campus

8200 IH-10 West
Suite 1000
San Antonio, TX 78230-3876
210 524-2100
800 697-8223

Utah Locations

Utah Campus

5373 South Green Street
Salt Lake City, UT 84123-4642
801 263-1444

North Davis Learning Center

1366 Legend Hills Drive
Clearfield, UT 84015-1585
801 825-1891
800 224-2844
801 773-5297 FAX

St. George Learning Center

965 East 700 South
St. George, UT 84790-4082
801 263-1444

Virginia Locations

Virginia Beach Campus

150 Central Park Ave
Virginia Beach, VA 23462
757 493-6300

Richmond Learning Center

9750 West Broad Street
Glen Allen, VA 23060-4169
804 281-3900

Arlington Learning Center

1800 South Bell Street
Suite 100
Arlington, VA 22202-3546
571 227-7075
703 416-2582 FAX

Washington Locations

Western Washington Campus

7100 Fort Dent Way
Suite 100
Tukwila, WA 98188-8553
425 572-1600

Wisconsin Locations

Milwaukee Main Campus

10850 West Park Place
Suite 150
Milwaukee, WI 53224-3606
414 410-7900

Online

Online Campus and Administrative Offices

1625 West Fountainhead Pkwy
Tempe, AZ 85282-2371
602 557-2000

International Locations

Asia Pacific Military Campus

Kadena AFB
18 MSS/DPE Unit 5134
APO AP 96368
011-81-611-732-8508
011-81-611-734-5303 FAX

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Jane Henry, MS	Erik Greenberg, MBA	Campus Director South District Memphis Campus	
Director of Academic Affairs Southeast District Augusta Campus	Campus Director South District Dallas Campus	Joseph V. Capebianco, MBA	
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Melissa Jackson, MBA		Campus and Academics Director	
Campus Director Southeast District Savannah Campus			

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FACULTY

For a list of all faculty in each School and College, visit the Faculty Credentials section at <http://www.phoenix.edu/faculty.html>.

COLLEGE OF HUMANITIES AND SCIENCES

Executive Dean

Constance St. Germain, EDD

Academic Dean

Amy Smith, PhD

Associate Dean

Shawn McCowan, PHD

Assistant Dean

Jessica Philipp, PhD

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Baton Rouge

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Dallas

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Memphis

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Nashville

Jonathan Yancey, MAT

Phoenix

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Atlanta

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Richmond-Virginia Beach

Eerica Flippin, PHD

South Florida

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Washington DC

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Bay Area

William Chun, MA

Central Valley

Barbara Melton-Ball, MA

Colorado

Mindy Brubaker, MBA

Las Vegas

Mohammed Miah, EDD

Oregon

Christopher Wilson, MS

Sacramento Valley

Carlos Flores, MS

San Diego

Karin Gotfredson, MS

Southern California

Jackie Shahzadi, PhD

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- English
- Communications
- Humanities
- History
- Mathematics
- Sciences

COLLEGE OF SECURITY AND CRIMINAL JUSTICE

Executive Dean

James A. Marks, MA

Associate Dean

Franzi Walsh, DBA

Assistant Dean

Donald Munday, EDD

Campus College Chairs

Memphis

Rick Douglass, MBA

Phoenix

Reggie Grigsby, MAOM

Atlanta

Steve Northam, DPA

Central Valley

Ana Moore, JD

Las Vegas

Daniel Barry, MA

Sacramento Valley

Steven Campas, MS

San Diego

Donna Hernandez, MFS

Southern California

J. Phil Parker, MBA

Program Managers

San Diego Campus

Donna Hernandez, MFS

National University

Southern California Campus

John Hullar, MPA

California State University

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Criminal Justice and Security

COLLEGE OF SOCIAL SCIENCES

Executive Dean

Constance St. Germain, EDD

Assistant Dean

Ellen Kelpsh, EDD

Keith Bennett, MAED

Campus College Chairs

Chicago

Mabel Menard, MS

Cleveland

Jeany Tri, MAED

Detroit

Cora Haskins, PHD

West Michigan

Lyle Labardee, MS

El Paso

Rebecca Robles, MED

Phoenix

Patricia Kerstner, PHD

Southern Arizona

Jenny Simon, PHD

North Florida

Michelle Bailey, EDD

Puerto Rico

Edvrard Pharel, PHD

Bay Area

Ryan Berman, Psy.D.

Colorado

Jean Miller, MA

San Diego

Lynn Lunceford, Psy.D.

Southern California

MaryJo Trombley, PHD

Utah

Richard Cox, PHD

Program Managers

Bay Area Campus

Charlene Blount, MS

Central Valley Campus

True Moua, MBA

University of Phoenix

Colorado Campus

Jaime Primiano MSC

University of Phoenix

Detroit Campus

Bonita Pedrosi, MS/CP

Eastern Michigan University

Las Vegas Campus

Linda Quast, MBA
Ashford University
Oklahoma City Campus
William Powers MS/P
University of Phoenix

Phoenix Campus

Tony Floda, PhD
Walden University
Sacramento Valley Campus
Rosamaria Cerezo, MAOM
University of Phoenix

San Diego Campus

Barbara Burt, PsyD
Southern California Seminary
Southern California Campus
Michelle Crawford-Morrison,
MA

Utah Campus

Jan Adams, MA
University of Utah
Sarah DeHaan, MSC/MHC
University of Phoenix
Campus Area Chairs

SCHOOL OF BUSINESS

Executive Dean

Ruth Veloria, MBA

Assistant Dean

Alisa Fleming, MBA

Campus College Chairs

Cincinnati

Henry F. Russell, MBA

Cleveland

Stephen Quick, DBA

Columbus, OH

Peter Wilkinson, PhD

Detroit

Janisse Green, DBA

Fairfield County

Tamara Clark, PhD

Jersey City

Lillie Hibbler, PhD

Kansas City

John Papazafriopoulos, Ph. D.

Philadelphia

Bill Baker, MBA

Austin

John Carroll, MB

Baton Rouge

Barbara Holloway, DBM

Dallas

Bob Wyatt, PHD

El Paso

Scott Goldberg, PHD

Houston

Wawa Ngenge, PHD

Memphis

Adam Carr, PhD

Nashville

Alan Preizer, PhD

New Mexico

Kelli Livermore, MPA

Phoenix

Patrick Sherman, DM

San Antonio

Paul Cooper, MBA

Augusta

Marvin Jones, MBA

Central Florida

Edythe McNickle, PhD

Charlotte

Alex Kocharyan, PHD

Maryland

Maurice Shihadi, EDD

North Florida

Brian Polding, PHD

Puerto Rico

Clara Segarra-Roman, DBA

South Florida

Yamil Guevara, PHD

Washington DC

Andrea Diese, DM

Bay Area

Vlad Genin, PhD

Central Valley

Owen Owens, PhD

Colorado

Carla Kuhlman, PhD

Hawaii

Renee Green, DM

Las Vegas

Roy Whitmore, PhD

Oregon

Todd Weber, PhD

Sacramento Valley

Tim Sheaffer, JD

San Diego

Cecilia Williams, PHD

Southern California

Peter Max Miller, EDD

Utah

David Francom, PHD

Western Washington

George Kelley, EDD

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

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Executive Dean

Dennis Bonilla, MBA

Campus College Chairs

Phoenix

Dan Konzen, MBA

San Diego

Liane Monaco-Christensen,
MBA

Program Managers

Utah Campus

Kim Johnson, 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.

- Analysis and Communications

• Business Systems

• Technology

COLLEGE OF HEALTH PROFESSIONS

Executive Dean

Tamara Rozhon, EDD

Academic Dean

Betty Nelson, PHD

Mark Johannsson, DHSc

Assistant Dean

Christina Neider, MAED

Kerrie Downing, MSN

Campus College Chairs

Cleveland

Lawrence Fergus, DHA

Detroit

Antoinette Dziedzic, MSN

Nashville

Tammy Cagle, MBA

Phoenix

Barbara Halle, MSN

Southern Arizona

Kathy Watson, MS/FNP

Central Florida

Paula Berry-Zeller, MSN

South Florida

Judith Fernandez, MSN

Central Valley

Lisa Radesi, DNP

Hawaii

Glenda Tali, MSN

San Diego

Lorna Kendrick, PhD

Southern California

Mary DeNicola, DNP

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

COLLEGE OF EDUCATION

Associate Dean

Andy Drotos, PHD
Becky Lodewyck, EDD
Sandra McCarty, EDD

Assistant Dean

Lynn DeMuth, EDD
Conna Bral, EDD
Gay Lynn P. Smith, EDD
Ashley Norris, PHD
Connie Lorthridge, EDD
Ashley Bartley, MAED

Campus College Chairs

St. Louis
Janis Wiley, EDD
New Mexico
Becky Kappus, MAED

Phoenix

Alfonso Alva, EDD

San Antonio

Sharon Michael-Chadwell, EDD

Southern Arizona

Kathleen Woods, EDD

Central Florida

Jason Gines, MAED

North Florida

Bradley Johnson, PHD

South Florida

Alexandra Escobar, Ed.D
Asia Military
Linda Williams, EDD

Online

Patricia Wick, MAE

Colorado

Bill Weeks, EDD

Hawaii

George Carroll, MAE/AET

Las Vegas

Mike Robison, EDD

Sacramento Valley

Ilesha Graham, MAE

San Diego

Julie Taylor, MA

Southern California

Lori Curci-Reed, EDD

Utah

John Shoell, MA

Program Managers

Colorado Campus
Christopher Copen, MAED
University of Denver

Kansas City Campus

Merlynne Starr, PHD

Las Vegas Campus

Mary Owens, MA

Phoenix Campus

Diana Lucero, MED
University of Phoenix

Southern California Campus

Laura Chakalian, MAED
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.

- Administration and Supervision (Principals)
- Continuing Education
- Adult Education and Training
- Curriculum & Instruction
- Teacher Education
- Teacher Leadership

SCHOOL OF ADVANCED STUDIES

Executive Dean

Hinrich Eylers, PhD

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Rob Olding, PhD
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Campus College Chairs

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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

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COURSE GUIDE- COURSE DESCRIPTIONS

2015-2016
UNIVERSITY OF PHOENIX
Course Guide
Course Descriptions

Course Availability & Updates to Course Information

The courses listed in this section of the University of Phoenix Academic catalog constitute all active, degree-applicable University of Phoenix courses. Not all courses listed in this section are available at every University of Phoenix campus location, and not all courses listed in this section are available via the online instructional modality. This listing of courses is updated on the 1st of every month; updates to course information (including prerequisites) that occur prior to the 1st of the month will not be reflected in this listing of courses until the updated catalog edition is published on the 1st of the month. Please contact a University representative for additional details about course availability and course information for a specific location or modality of instruction.

Course Descriptions

The course guide lists course descriptions and general course information. The information is presented in alphabetical order by course ID.

COURSE DESCRIPTIONS

Course ID	Course Title	Credits	College	Activity Description
ACC 210	ACCOUNTING INFORMATION SYSTEMS	3	School 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 business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.
ACC 220	SURVEY OF ACCOUNTING: THE MAZE OF NUMBERS	3	School of Business	Every business depends on its accountants to organize and maintain financial information. The maze of numbers that most people see, accountants translate 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 will learn the fundamentals of accounting principles and the accounting cycle.
ACC 230	FINANCIAL REPORTING: PEEKING UNDER THE FINANCIAL HOOD	3	School of Business	In this course, students will study how to analyze financial statements and methods used to value companies. Financial reports help managers choose between business paths. They also help investors and analysts evaluate the financial health of companies. This course is a practical means of discovering how financial data are generated and their limitations; techniques for analyzing the flow of business funds; and methods for selecting and interpreting financial ratios. It also presents analytical tools for predicting and testing assumptions about a firm's performance.

ACC 290	PRINCIPLES OF ACCOUNTING I	3	School of Business	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	PRINCIPLES OF ACCOUNTING II	3	School of Business	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.
ACC 300	PRINCIPLES OF ACCOUNTING	3	School of Business	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.
ACC 340	ACCOUNTING INFORMATION SYSTEMS I	3	School of Business	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 do for a business), internets, intranets, electronic commerce, information systems development, basic project management principles, Decision Support Systems, and the benefits of computer human synergy.

ACC 349	COST ACCOUNTING	3	School of Business	This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.
ACC 400	ACCOUNTING FOR DECISION MAKING	3	School of Business	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.
ACC 421	INTERMEDIATE FINANCIAL ACCOUNTING I	3	School of Business	This course examines the conceptual framework of accounting, cash vs. accrual accounting, the income statement and balance sheet, time value of money, cash, receivables, and inventory.
ACC 422	INTERMEDIATE FINANCIAL ACCOUNTING II	3	School of Business	This course examines accounting for property, plant and equipment, intangible assets, current liabilities and contingencies, long-term liabilities, contributed capital and retained earnings.

ACC 423	INTERMEDIATE FINANCIAL ACCOUNTING III	3	School of Business	This course examines dilutive securities and earnings per share, investments, revenue recognition, accounting for income taxes, leases, changes & errors, and the statement of cash flows.
ACC 455	CORPORATE TAXATION	3	School of Business	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	INDIVIDUAL ESTATE TAXATION	3	School of Business	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	GOVERNMENT AND NON-PROFIT ACCOUNTING	3	School of Business	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	CONTEMPORARY AUDITING I	3	School of Business	This course examines auditing standards, professional ethics, evidence, legal liability, audit planning and documentation, materiality and risk, internal control and the overall audit plan and program.
ACC 492	CONTEMPORARY AUDITING II	3	School of Business	This course examines auditing from a balance sheet perspective, completion of the audit, internal, operational and compliance auditing, auditors' reports and other attestation services.
ACC 497	ADVANCED TOPICS IN ACCOUNTING RESEARCH	3	School of Business	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 537	FINANCIAL ACCOUNTING	3	School of Business	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	ACCOUNTING THEORY & RESEARCH	3	School of Business	In this introductory course to the Master of Science in Accounting, students analyze the major approaches underlying accounting research and the principle tools for performing that research. Topics include a program and course overview; inventory and fixed assets; leases; derivative instruments, debt, and contingencies; segment reporting and pensions; and combinations, consolidations, and stockholder's equity.
ACC 542	ACCOUNTING INFORMATION SYSTEMS	3	School of Business	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	MANAGERIAL ACCOUNTING & LEGAL ASPECTS OF BUSINESS	3	School 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	INTERNAL CONTROL SYSTEMS	3	School of Business	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	FINANCIAL REPORTING	3	School of Business	This course prepares students to address concepts of financial reporting for roles as CPA's. 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	AUDITING	3	School of Business	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	TAXATION	3	School of Business	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	NOT-FOR-PROFIT & GOVERNMENT ACCOUNTING	3	School of Business	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	FORENSIC ACCOUNTING	3	School of Business	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 561	ACCOUNTING	3	School of Business	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.
ACC 561PR	ACCOUNTING	3	School of Business	This course applies accounting tools to make management decisions in Puerto Rico. Students learn to evaluate performance for a Puerto Rican organization using accounting information. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.
ACC 574	PUBLIC BUDGETING	3	College of Criminal Justice and Security	In this course students learn the accounting and budgeting tools and theories used in the public sector. Students will analyze the relationship between public policy and the public budget process. Other topics, at the state and local level, include budgetary decision making, basics of government and not-for-profit accounting, reporting, capital and operating expenditures, and inter-period equity.

ACC HC561	ACCOUNTING IN A HEALTH CARE ENVIRONMENT	3	School of Business	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.
ACC SB561	SMALL BUSINESS ACCOUNTING	3	School of Business	This course applies accounting tools to make management decisions. Students learn to evaluate organizational performance from accounting information using software tools. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.
ACC SB591	SMALL BUSINESS RISK AND TAX MANAGEMENT	3	School of Business	This course applies principles of controllership to managing small business risk and taxes. Students learn to evaluate financial risks and tax consequences of alternative elections. Other topics include business formation and registration, separation of owner from entity, internal controls, insurance, common tax issues affecting small business, and succession planning.
ACCX 574	PUBLIC BUDGETING	3	College of Criminal Justice and Security	In this course students learn the accounting and budgeting tools and theories used in the public sector. Students will analyze the relationship between public policy and the public budget process. Other topics, at the state and local level, include budgetary decision making, basics of government and not-for-profit accounting, reporting, capital and operating expenditures, and inter-period equity.

ADM 505	PERSONNEL ADMINISTRATION FOR EDUCATORS	3	College of Education	This course focuses on the responsibilities of educational administrators related to human resources. Participants examine three main components in human resources administration: utilization, development, and environment. Topics covered include selection, placement, induction, compensation, motivation, staff development, unionism, collective bargaining, and the legal aspects of personnel administration.
ADM 506	LEADERSHIP STRATEGIES FOR EDUCATORS	3	College of Education	This course is designed to guide participants in the practical application of current trends and strategies of school leadership and organizational culture. Participants explore the roles and responsibilities of leadership, including decision making, communication, collaboration, and conflict management. A further emphasis is responsiveness to legislation and implementation of standards, including Common Core, to facilitate positive school change.
ADM 507	SCHOOL LAW FOR EDUCATORS	3	College of Education	This course is designed to provide opportunities for participants to explore the practical application of public school law, including the origin and initial intent of the writers, while recognizing their administrative limitations. Participants examine the constitutional framework and amendments, court systems, and current legal issues, as well as the effect each has on the educational environment. Landmark cases are reviewed and analyzed to develop a cognitive base for legal principles and to improve the administrative management of a school.
ADM 508	SCHOOL FINANCE FOR EDUCATORS	3	College of Education	This course examines public educational funding and provides an overview for school leaders in the basic concepts of school finance. Topics include economic and social considerations for financing education adequately, equitably, and equally, as well as state and federal roles in education financing, school finance and litigation, finance procedures and practices, and the role of human resources in educational finance. Participants have the opportunity to experience the practical application of these concepts through various tasks, discussions, and scenarios addressing budget and finance issues, culminating in a project to develop their own school district financial plan and budget.

ADM 509	ETHICAL AND LEGAL ISSUES FOR EDUCATORS	3	College of Education	This course explores the ethical and legal framework necessary to guide responsible teaching practices. Policy, statute, and case law is analyzed and applied to current educator practices. Participants make decisions about teacher-student relationships and appropriate boundaries based on a framework of ethical and legal principles to support building a professional practice that bears public scrutiny and inspires confidence.
ADM 519	ETHICAL AND LEGAL ISSUES FOR ADMINISTRATORS	3	College of Education	This course will examine the ethical principles of an administrator in the educational setting. Participants develop and refine the skills necessary to analyze and integrate constructive ethics into practices that lead to success. Emphasis is placed on the understanding and history of ethics, exploring the development of ethics, gaining an appreciation for the professionalism of ethics in action, analyzing the ethical and legal implications of issues that school administrators may face, and examining accountability factors related to ethics. Participants create their own personal code of ethics.
ADM 536	SPECIAL EDUCATION PROGRAM ADMINISTRATION	3	College of Education	This course is designed to provide educational leaders with information and strategies for administering the legal requirements related to providing an inclusive education to students with special needs to determine effective programs and services. Participants receive a practical guide to the history, laws, and policies of special education, as well as the steps involved in the referral and evaluation processes from Response to Intervention (RTI) through the development of Individualized Education Programs (IEPs) and transition plans. Another focus addresses the roles, responsibilities, and relationships that parents guardians and advocates have within processes to ensure appropriate services are provided to a diverse population. Budget management for special education programs is also examined.
ADM 543	THE ROLE OF WOMEN IN EDUCATIONAL LEADERSHIP	3	College of Education	This course explores the role of women in educational leadership. Participants learn how women's paths to leadership differ from those of men, what the unique styles and skills of women in leadership are, and which motivation and communication strategies are effective for women. The course focuses on expanding acknowledging, and developing women's leadership skills and on developing plans to mentor women to take on educational leadership roles. It concludes with a section on how women can lead organizational change. Note: This course is beneficial for both male and female leaders.

ADM 590	INTERNSHIP ON THE PRINCIPALSHIP	3	College of Education	This internship provides opportunities for the student to engage in experiences relevant to the principal and to obtain knowledge of the role and responsibility of the principal. The students gain first-hand knowledge of the day-to-day operations of the principal through many internship activities. The internship includes a supervised experience at a district located outside the university environment. This is an Arizona-specific, on-ground only course.
ADM 591	INTERNSHIP ON THE SUPERINTENDENCY	3	College of Education	This internship provides opportunities for the student to engage in experiences relevant to the superintendent and to obtain knowledge of the role and responsibility of the superintendent. The students gain first-hand knowledge of the day-to-day operations of the superintendent through many internship activities. The internship includes a supervised experience at a district located outside the university environment. This is an Arizona-specific, on-ground only course.
ADM 592	INTERNSHIP OF THE SUPERVISOR	3	College of Education	This internship provides opportunities for the student to engage in experiences relevant to the supervisor and to obtain knowledge of the role and responsibility of the supervisor. The students gain first-hand knowledge of the day-to- day operations of the supervisor through many internship activities. The internship includes a supervised experience at a district located outside the University environment. This is an Arizona-specific, on-ground only course.
ADM 596	INTERNSHIP ON THE PRINCIPALSHIP (6 WEEK)	3	College of Education	This internship provides opportunities for the student to engage in experiences relevant to the principal and to obtain knowledge of the role and responsibility of the principal. The students gain first-hand knowledge of the day-to- day operations of the principal through many internship activities. The internship includes a supervised experience at a district located outside the university environment.

ADM 597	INTERNSHIP ON THE SUPERINTENDENCY (6 WEEK)	3	College of Education	This internship provides opportunities for the student to engage in experiences relevant to the superintendency and to obtain knowledge of the role and responsibility of the superintendent. The students gain first-hand knowledge of the day-to-day operations of the superintendent through many internship activities. The internship includes a supervised experience at a district located outside the university environment.
ADMIN 500	ORIENTATION TO ADMINISTRATION AND SUPERVISION	0	College of Education	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.
ADMIN 501	ORIENTATION TO ADMINISTRATION AND SUPERVISION	0	College of Education	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 510	LEADERSHIP I: FOUNDATIONS OF VISIONARY LEADERSHIP	3	College of Education	This course introduces the California Administrator Performance Expectations (CAPEs) and the California Administrator Content Expectations (CEs), with emphasis on the category of Visionary Leadership. Students will complete a series of dispositional, leadership, bias, and stereotyping assessments aligned to the University Student Code of Conduct and the College of Education Professional Supplemental Standards. Field experience, portfolio, and practicum will be reviewed.

ADMIN 518	LEADERSHIP AND COLLABORATIVE PROCESSES	3	College of Education	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 520	LEADERSHIP II: ORGANIZATIONAL AND INSTRUCTIONAL LEADERSHIP	1	College of Education	This course emphasizes the categories of Organizational and Systems Leadership, Instructional Leadership and the CAPEs aligned to those categories. Students are introduced to budgeting, research and data analysis, school law, discipline, safety, cultural competency, equity, and instructional leadership. Field experience, portfolio, and practicum will be applied.
ADMIN 521	BUSINESS SYSTEMS MANAGEMENT	3	College of Education	This course focuses on understanding and managing the complex interaction of school systems to promote teaching and learning. Course concepts include school finance, budget and expenditures, financial records, organizational structures, human resources, facilities management, the use of outside support organizations, and, school safety and improvement. Field experience, portfolio, and practicum will be reviewed.
ADMIN 522	SCHOOL POLICY AND LAW FOR PRINCIPALS	3	College of Education	This course examines legal theory and practice in the context of the educational setting. The United States Constitution, California school laws, legal issues, and their impact on schools are discussed, analyzed, and applied to current educational practices. Field experience, portfolio, and practicum will be reviewed.

ADMIN 523	CULTURAL COMPETENCY AND EQUITY	3	College of Education	This course reinforces understanding of the school and community context, including the instructional implications of cultural, linguistic, socioeconomic, and political factors. Students will understand how to advocate for, nurture, and sustain a positive culture of learning, individual and collective accountability, and educational equity and diversity. Field experience, portfolio, and practicum will be reviewed.
ADMIN 524	SUPERVISION OF CURRICULUM, INSTRUCTION AND ASSESSMENT	3	College of Education	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 525	INSTRUCTIONAL LEADERSHIP	3	College of Education	This course includes principles of instructional leadership, including evaluating, analyzing, and providing feedback on the effectiveness of classroom instruction to promote student learning and teacher professional growth. K-12 standards, pedagogical skills, effective instructional practices, uses of data, classroom assessments, and observations are discussed, analyzed, and applied to effective leadership. Field experience, portfolio, and practicum will be reviewed.
ADMIN 528	ADMINISTRATION OF SPECIAL PROGRAMS	3	College of Education	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 530	LEADERSHIP III: SCHOOL IMPROVEMENT AND PROFESSIONAL LEARNING	1	College of Education	This course emphasizes school improvement, professional learning, and growth leadership. Students are introduced to principles of change management and school improvement, including the use of resources, systems, data collection, professional growth, and coaching and mentoring. Field experience, portfolio, and practicum will be applied.
ADMIN 531	SCHOOL IMPROVEMENT PROCESS AND LEADERSHIP	3	College of Education	This course reinforces the use of change management theories and best practices to develop and implement, monitor, and revise a data-based school growth plan that takes into consideration instructional needs, community goals for continuous improvement, human, fiscal and material resources and the school's vision and goals. Field experience, portfolio, and practicum will be reviewed.
ADMIN 532	PROFESSIONAL GROWTH LEADERSHIP	3	College of Education	This course reinforces the value of life-long learning and job-related profession growth, particularly through the application of adult learning principles to design, facilitate, monitor, and implement effective, targeted professional growth opportunities. Field experience, portfolio, and practicum will be reviewed.
ADMIN 533	COACHING AS A LEADER	3	College of Education	This course provides an examination of how induction programs and individualized teacher support processes, such as mentoring and coaching, positively affect teaching and learning outcomes. Students will examine the process of gathering and using multiple sources of data to drive differentiated professional development that meets the needs of individual teachers and overall school goals. Students will be equipped with content knowledge, real-life application opportunities, tools, and specific strategies that can be applied in both school improvement and professional development. Field experience, portfolio, and practicum will be reviewed.

ADMIN 535	BUSINESS AND FACILITIES MANAGEMENT	3	College of Education	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 540	LEADERSHIP IV: COMMUNITY	1	College of Education	This course focuses on community leadership, including representing and promoting the school's accomplishments and needs to the LEA and the public. Students will examine the multiple connections between the school, families, and the community, and the value of involving the entire school community in working towards achieving the school's mission, vision, and goals. Field experience, portfolio, and practicum will be applied.
ADMIN 541	COMMUNITY LEADERSHIP	3	College of Education	This course reinforces concepts of community leadership, particularly developing a shared commitment to the vision among all members of the school community. Course topics include personal and professional ethics; biases; school culture collaboration; working with diverse students and families; and strategies for developing family, community, and media relations. Field experience, portfolio, and practicum will be reviewed.
ADMIN 550	LEADERSHIP V: ASSESSMENT OF LEADERSHIP	4	College of Education	This course is a culmination of all course work, field experiences, portfolio, and practicum experiences. Students will apply the California Administrator Performance Expectations (CAPEs) to analyze their course work, field experiences, portfolio, and practicum.

ADMIN 555	SCHOOL POLICY AND LAW FOR PRINCIPALS	3	College of Education	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 560	HUMAN RESOURCES LEADERSHIP AND MANAGEMENT	3	College of 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 565	SCHOOL IMPROVEMENT PROCESSES	3	College of Education	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 570	EQUITY, DIVERSITY, AND ACCESS IN EDUCATION	3	College of 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 575	FAMILY, COMMUNITY, AND MEDIA RELATIONS	3	College of Education	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.
ADMIN 591A	PRINCIPAL INTERNSHIP PART I: INSTRUCTIONAL LEADERSHIP	1	College of Education	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 591B	PRINCIPAL INTERNSHIP PART II: ORGANIZATIONAL MANAGEMENT	1	College of Education	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 591C	ADMINISTRATIVE INTERNSHIP PART III: PROFESSIONAL PRACTICE	1	College of Education	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.

ADMIN 594A	ADMINISTRATIVE PRACTICUM PART I: INSTRUCTIONAL LEADERSHIP	1	College of Education	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	ADMINISTRATIVE PRACTICUM PART II: ORGANIZATIONAL MANAGEMENT	1	College of Education	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	PRINCIPAL PRACTICUM PART III: PROF PERSPECTIVES & REF PRAC	1	College of Education	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 596A	PRINCIPAL INTERNSHIP PART I: INSTRUCTIONAL LEADERSHIP	1	College of Education	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 596B	PRINCIPAL INTERNSHIP PART II: ORGANIZATIONAL MANAGEMENT	1	College of Education	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 596C	PRINCIPAL INTERNSHIP PART III: PROFESSIONAL PRACTICE	1	College of Education	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.
ADMN 500CA	ORIENTATION TO CALIFORNIA ADMINISTRATION AND SUPERVISION	0	College of Education	This course provides an orientation to the primary components of the California Administration and Supervision Program. Students will be introduced to the program's progression and degree completion requirements. Field experience, portfolio, and practicum will be introduced.
AED 200	CONTEMPORARY ISSUES IN AMERICAN EDUCATION	3	College of 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	TEACHING AS A PROFESSION	3	College of Education	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 202	CHILD DEVELOPMENT	3	College of Education	This course provides a context for understanding and addressing teaching and learning issues encountered in the classroom. Students will be introduced to the major benchmarks of children's social, emotional, cognitive, and language development, as well as to the notion of multiple intelligences. As each of these topics is addressed, its instructional implications will be discussed.
AED 203	CLASSROOM INSTRUCTION	3	College of Education	This course encompasses the various aspects of classroom instruction. Its foundation is the understanding of curriculum that guides instruction. The course builds on this foundation by examining instructional approaches, programs, lesson plans, and assessments in language arts, social science, mathematics, and science. In addition, it addresses ways in which instruction can be organized and managed effectively to facilitate learning.
AED 204	DIVERSITY IN THE CLASSROOM	3	College of Education	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 205	CLASSROOM MANAGEMENT	3	College of Education	Effective education professionals are able to gain student cooperation and foster motivation, so all students can be actively engaged in the learning process. This course presents research-based, practical strategies that provide support toward a positive and effective learning environment. Topics covered include establishing classroom standards, monitoring student learning and behavior, and techniques to respond appropriately to various student needs and disruptive behavior.
AED 222	INTRO TO THE EXCEPTIONAL LEARNER	3	College of Education	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.
AET 500	FOUNDATIONS OF ADULT LEARNING THEORY	3	College of Education	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 505	FOUNDATIONS OF ADULT EDUCATION AND TRAINING	3	College of Education	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 and ethics.

AET 508	COMMUNITY-BASED EDUCATION	3	College of 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.
AET 510	CRITICAL ISSUES AND TRENDS IN ADULT EDUCATION AND TRAINING	3	College of Education	This course explores trends, issues, and innovative programs in adult education and training. It focuses on the demographics of adult learners and on the implications of diversity for instruction. Learners examine political, cultural, social, and ethical issues that impact adult education and training. The course also examines these issues within an historical context.
AET 515	INSTRUCTIONAL DESIGN	3	College of Education	This course focuses on systematic approaches to instructional design. Learners create an instructional plan that outlines each of the five components of a systematic instructional design model (i.e., ADDIE: analysis, design, development, implementation, and evaluation). The course identifies trends and issues in instructional design for adult learners.
AET 520	INSTRUCTIONAL STRATEGIES IN ADULT EDUCATION AND TRAINING	3	College of Education	This course builds upon the foundation provided by the instructional design course and focuses on development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.

AET 525	FACILITATING INSTRUCTION FOR DIVERSE ADULT LEARNERS	3	College of Education	This course focuses on facilitation strategies for meeting the needs of diverse adult learners. It examines differences among adult learners in language, literacy skills, and learning styles. It also utilizes previous learning experiences and provisions of the Americans with Disabilities Act (ADA) to provide differentiated instruction to address different needs. In addition, this course covers the challenges and the opportunities that diversity and multiculturalism present in facilitating adult education and training.
AET 530	TECHNOLOGY FOR THE ADULT LEARNER	2	College of Education	This course explores a variety of ways in which technology can support and facilitate instruction for adult learners, including the use of web resources and multimedia. It also addresses the facilitator's role in researching, selecting, integrating, and managing technology in an adult learning and training environment. The course focuses on technologies, software applications, and the evaluation of technology. Additionally, the course incorporates the importance of copyright and educational fair use.
AET 531	TECHNOLOGY FOR THE ADULT LEARNER	3	College of Education	This course explores a variety of ways in which technology can support and facilitate instruction for adult learners including the use of Web resources and multimedia. It also addresses the facilitator's role in researching, selecting, integrating, and managing technology in an adult learning and training environment. It focuses on technologies, software applications, and the evaluation of technology. Additionally, the course incorporates the importance of copyright and educational fair use.
AET 531CA	TECHNOLOGY FOR THE ADULT LEARNER	3	College of Education	This course explores a variety of ways in which technology can support and facilitate instruction for adult learners including the use of Web resources and multimedia. It also addresses the facilitator's role in researching, selecting, integrating, and managing technology in an adult learning and training environment. It focuses on technologies, software applications, and the evaluation of technology. Additionally, the course incorporates the importance of copyright and educational fair use.

AET 535	ASSESSMENT AND EVALUATION IN ADULT LEARNING	3	College of Education	This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.
AET 540	E-LEARNING	2	College of Education	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.
AET 541	E-LEARNING	3	College of Education	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.
AET 545	E-LEARNING DESIGN TECHNOLOGIES	3	College of Education	This course provides adult learners the opportunity to design a Web-based e-learning tutorial. The focus is on the importance of planning, principles of good Web-page design, storyboarding, and elements of multimedia. Web-based design standards, as well as appropriate use of Web pages and multimedia, are analyzed. It reviews e-learning software, computer-mediated delivery platforms, and learning management systems.

AET 550	PERFORMANCE IMPROVEMENT AND MANAGEMENT	3	College of Education	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.
AET 552	MARKETING ADULT EDUCATION	3	College of Education	This course prepares graduate students to apply marketing principles to the roles they play as trainers and adult educators. Topics include the following: marketing basics, obtaining buy-in, market research, marketing strategies, communications, negotiation, and advocacy in education.
AET 555	OVERVIEW OF THE COMMUNITY COLLEGE	3	College of Education	This course provides an overview of the community college. It examines global, national, and local perspectives of the community college. The course also examines the history and development, mission and purpose, functions, governance and organization, and trends and issues of community colleges.
AET 560	FACILITATING CHANGE	3	College of Education	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	SOCIAL MEDIA FOR PROFESSIONAL LEARNING	3	College of Education	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	PROGRAM DEVELOPMENT IN ADULT EDUCATION	3	College of 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.
AETX 531	TECHNOLOGY FOR THE ADULT LEARNER	3	College of Education	This course explores a variety of ways in which technology can support and facilitate instruction for adult learners including the use of Web resources and multimedia. It also addresses the facilitator's role in researching, selecting, integrating, and managing technology in an adult learning and training environment. It focuses on technologies, software applications, and the evaluation of technology. Additionally, the course incorporates the importance of copyright and educational fair use.
AETX 545	E-LEARNING DESIGN TECHNOLOGIES	3	College of Education	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.

AIS 300	CONTEMPORARY ISSUES IN AMERICAN INDIAN STUDIES	3	College of Humanities and Sciences	This course examines the issues, policies, and other challenges pertaining to American Indians today, including health, education and the tribal federal legal relationship.
AJS 503	INTRO TO GRADUATE STUDY IN CRIMINAL JUSTICE AND SECURITY	1	College of Criminal Justice and Security	This course provides new College of Security and Criminal Justice graduate students with an introduction to the university's learning goals and resource utilization. Students will demonstrate graduate-level composition skills, communication skills and strategies for collaboration, critical thinking skills, the use of academically appropriate resources, and a basic knowledge of the United States Constitution.
AJS 504	SURVEY OF JUSTICE AND SECURITY	3	College of Criminal 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 514	CRIMINOLOGICAL THEORY	3	College of Criminal Justice and Security	This is an advanced course in theories and crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. This course also addresses victimology, to include topics such as victimization statistics, victimogenesis, and the prevention of victimization.

AJS 524	CYBERCRIME AND INFORMATION SYSTEMS SECURITY	3	College of Criminal Justice and 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 534	ORGANIZATIONAL ADMINISTRATION IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations. It provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.
AJS 544	ETHICS IN JUSTICE AND SECURITY	3	College of Criminal 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. Relevant case studies will be used, as well as contemporary situations in ethics.
AJS 554	CONCEPTS OF PHYSICAL AND PERSONAL SECURITY	3	College of Criminal Justice and Security	This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.

AJS 564	MANAGEMENT OF INSTITUTIONAL RISK AND CRITICAL INCIDENT MGMT	3	College of Criminal Justice and Security	This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. It examines the specific factors to mitigate risk and the critical incident response to maintain order when risk management fails. Topics include defining risk, planning factors for critical incident response, lessons learned.
AJS 574	FINANCE AND BUDGETING IN JUSTICE AND SECURITY	3	College of Criminal 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 financial management in the criminal justice and security organization, concepts and principles underlying financial practices, and operational planning and budgeting.
AJS 583	LEGAL ISSUES IN JUSTICE AND SECURITY	3	College of Criminal 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 584	FORENSIC SCIENCE AND PSYCHOLOGICAL PROFILING	3	College of Criminal Justice and Security	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 586	PUBLIC POLICY ISSUES	3	College of Social Sciences	This course addresses the development and influence of public policy with respect to specific justice and security issues facing American society.
AJS 594	PROGRAM DEVELOPMENT AND EVALUATION	3	College of Criminal Justice and Security	This course prepares the student to identify operational goals and to develop or evaluate programs designed to mitigate issues of societal order. This course will provide an understanding of the application of key concepts, methods, and approaches in program evaluation for the criminal justice and security profession.
AJSX 592	FORENSIC SCIENCE AND PSYCHOLOGICAL PROFILING	3	College of Criminal Justice and Security	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.
AJSX 595	PROGRAM DEVELOPMENT AND EVALUATION	3	College of Criminal Justice and Security	This course prepares the student to identify operational goals and to develop or evaluate programs designed to mitigate issues of societal order. This course will provide an understanding of the application of key concepts, methods, and approaches in the field of program evaluation within the criminal justice and security profession.

APB 001	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment break period 001.
APB 002	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 002.
APB 003	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 003.
APB 004	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 004.

APB 005	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 005.
APB 006	ASSESSMENT PERIOD BREAK 006	0	College of Health Sciences and Nursing	This is assessment break period 006.
ART 101	INTRODUCTION TO ART	3	College of Humanities and Sciences	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.
ARTS 100	INTRODUCTION TO THE VISUAL AND PERFORMING ARTS	3	College of Humanities and Sciences	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 their historical development in Western European tradition.

ARTS 100CA	INTRODUCTION TO THE VISUAL AND PERFORMING ARTS	3	College of Humanities and Sciences	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 125	POP CULTURE AND THE ARTS	3	College of Humanities and Sciences	This course explores the interactions between the arts and advertising, media, and lifestyle and cultural trends in contemporary American society. Familiarity will be gained with the various art forms and their relationship to personal and professional life, and in particular to how they contribute to the current conception of popular culture. Students are asked to examine current trends and cultural changes and to assess the role the arts have played in creating them.
ARTS 230	SURVEY OF THE VISUAL ARTS	3	College of Humanities and Sciences	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 230CA	SURVEY OF THE VISUAL ARTS	3	College of Humanities and Sciences	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 340	EXPLORATION OF WESTERN CLASSICAL MUSIC	3	College of Humanities and Sciences	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.
ARTS 340CA	EXPLORATION OF WESTERN CLASSICAL MUSIC	3	College of Humanities and Sciences	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.
AUT 500	FOUNDATIONS OF AUTISM SPECTRUM DISORDERS	3	College of Education	This course provides foundational information about Autism Spectrum Disorders. Participants identify general characteristics associated with Autism Spectrum Disorder including learning preferences, behaviors, and patterns. Participants also learn interventions, accommodations, and supports, with emphasis on recent technology.
AUT 501	DIAGNOSIS AND ASSESSMENT OF AUTISM SPECTRUM DISORDERS	3	College of Education	This course explores the causation, characteristics, and diagnosis of Autism Spectrum Disorders. Participants learn how to collect data in a classroom for diagnosis referral. Participants also learn how assessment tools relate to Individualized Education Programs and program development for students with Autism Spectrum Disorders.

AUT 502	SPEECH AND LANGUAGE DEVELOPMENT IN AUTISM SPECTRUM DISORDERS	3	College of Education	This course highlights the developmental differences in verbal and nonverbal communication of students with Autism Spectrum Disorders. Intervention strategies are described including the integration of augmentative and alternative communication systems. Participants construct communication profiles and develop strategies for integrating functional communication interventions across learning environments.
AUT 503	COMMUNICATION AND SOCIALIZATION IN AUTISM SPECTRUM DISORDERS	3	College of Education	This course is designed to address common social skill deficits in Autism Spectrum Disorders: social cognition, social communication, social initiation, and social reciprocity. Identification of various ways to assess social skills is addressed. Participants focus on interventions that promote social skill acquisition and enhance social skill performance. Instructional tools and adaptations necessary to foster the development of social skills are also explored.
AUT 504	AUTISM SPECTRUM DISORDERS: CURRICULUM AND INSTRUCTION	3	College of Education	This course focuses on the instructional and organizational skills necessary for teaching students with Autism Spectrum Disorders. Participants learn to develop and implement Individualized Education Plans and to create effective, efficient, and engaging instruction for students with Autism Spectrum Disorders. Instructional accommodations and inclusion are also addressed.
AUT 505	AUTISM SPECTRUM DISORDERS AND BEHAVIOR MANAGEMENT	3	College of Education	This course focuses on behavioral characteristics of students with Autism Spectrum Disorders and identifies assessment tools to be used across learning environments. Participants develop behavior intervention plans that include sensory supports and structured routines to enhance students' lives and learning. Behavior generalization and self-monitoring strategies are also explored.

AUT 506	AUTISM SPECTRUM DISORDERS: COLLABORATION AND CONSULTATION	3	College of Education	This course explores needs and techniques for collaboration. Topics include: interpersonal communication, problem solving, cultural diversity, teaming, and family systems theory. Participants explore strategies that promote effective collaboration among service providers, community agencies, and families in a culturally and ethically responsive manner in order to promote desirable life outcomes for individuals with Autism Spectrum Disorder.
AUT 507	LEGAL AND ETHICAL ISSUES: AUTISM SPECTRUM DISORDERS	3	College of Education	This course explores legislative and ethical standards for individuals with Autism Spectrum Disorder. Participants discuss and explore legal requirements and analyze ethical responsibilities to gain an understanding of the current tensions, critical issues, and debates within special education and related policy domains.
BCC 395	CONTEMPORARY ISSUES AND FUTURES IN CYBERCRIMES	3	College of Criminal Justice and Security	This course examines both the principle topics in the field of cybercrime investigation as well as the examination of the varying issues regarding the futures within the field of technology-facilitated crime. Students will focus on relevant exploration of technology crimes that reflect key fundamentals of current conditions and what may be expected in technology and cybercrime in the years to come. Students will apply critical review of current technological crimes and engage in in-depth discussions of these concepts as a basis for comprehensive understanding at the local and global levels of cybercrime investigation and prevention.
BCC 400	INFORMATION SYSTEMS FUNDAMENTALS	3	College of Criminal Justice and Security	This course introduces the fundamentals of computer systems and the role of information processing in current business environments. Students receive an overview of information systems, systems development, operating systems, networking, telecommunications, security concerns, and the Internet. Completing this course provides students new skills and knowledge that better prepares them for the Cybercrime specialization courses, and aids their present or future organizations as leaders, providing service to their communities.

BCC 401	CYBERCRIME IN THE 21ST CENTURY	3	College of Criminal Justice and Security	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	CYBERCRIME AND ROLE OF LAW ENFORCEMENT SECURITY PERSONNEL	3	College of Criminal Justice and Security	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	GLOBAL TECHNOLOGY AND CYBERCRIME	3	College of Criminal Justice and Security	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.
BCOM 231	BUSINESS COMMUNICATION FOR ACCOUNTANTS	3	School of Business	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.

BEH 225	INTRODUCTION TO BEHAVIORAL SCIENCE	3	College of Social Sciences	This course focuses on human personality, motivation, learning, and cognition. The theories and insights of major figures in psychology are discussed. Neuroscience, psychological disorders, and therapies are also considered in relation to human behavior.
BIO 100	INTRODUCTION TO LIFE SCIENCE WITH LAB	4	College of Humanities and Sciences	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	PRINCIPLES OF BIOLOGY	3	College of Humanities and Sciences	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 204	PLANT PHYSIOLOGY	3	College of Humanities and Sciences	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	GENERAL BIOLOGY	3	College of Humanities and Sciences	This course will provide an in-depth look into the principles of biology. Topics will include molecular biology, cellular structure and function, genetics, evolution, organisms, and populations.
BIO 280	CONSERVATION BIOLOGY	3	College of Humanities and Sciences	This course will examine the concepts and issues related to the conservation of biodiversity. Topics will include the impact of society on plants and animals, aquatic and terrestrial ecosystems, extinction, and genetic diversity.
BIO 290	ANATOMY AND PHYSIOLOGY I	4	College of Humanities and Sciences	Anatomy and Physiology I is the first of a two- course sequence examining the terminology, structure, function, and interdependence of the human body systems. This course includes a study of the cells, chemistry, and tissues of the integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge from the classroom to online experiments and critical-thinking application exercises.
BIO 291	ANATOMY AND PHYSIOLOGY II	4	College of Humanities and Sciences	Anatomy and Physiology II is the second in a two-course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, reproductive systems and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge learned regarding the systems through online experiments and critical thinking application exercises.

BIO 310	ETHNOBOTANY	3	College of Humanities and Sciences	This course will focus on the connection between plants and culture. Topics will include plant physiology and usage, environmental adaptations, traditional botanical knowledge, methods in ethnobotanical study, domesticated plants and agricultural techniques.
BIO 315	ECOLOGY AND EVOLUTION	3	College of Humanities and Sciences	This course provides the fundamental principles of ecology. Students will focus on populations and communities, adaptation, and other factors that affect organisms.
BIO 325	ECONOMIC BOTANY	3	College of Humanities and Sciences	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.
BIO 330	INVERTEBRATE ZOOLOGY	3	College of Humanities and Sciences	This course presents students with the study of invertebrates. Students will examine the ecology of invertebrates along with their structures and functions.

BIO 335	ENTOMOLOGY	3	College of Humanities and Sciences	This course presents students with the study of entomology. Students will examine insects and their interaction with the ecosystem.
BIO 340	MICROBIOLOGY	3	College of Humanities and Sciences	This course presents students with the fundamentals and applications of microbiology. Topics will include microbial genetics, microorganisms, diseases, and immunity.
BIO 350	GENERAL BIOLOGY I	4	College of Humanities and Sciences	This course provides students with an in-depth knowledge of the principles and applications of biology. Topics include biochemistry, genetics, the structure and function of molecules and cells, metabolism, and energy transformation. 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 biology sequence, which is completed in BIO 351: General Biology II.
BIO 351	GENERAL BIOLOGY II	4	College of Humanities and Sciences	This course continues the examination of principles and applications of biology that was begun in BIO 350: General Biology I. Topics include evolution, biodiversity, the structure and function of plants and animals, and ecology. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs.

BIO 402	IMMUNOLOGY	3	College of Humanities and Sciences	This course will examine the key concepts of immunology. Topics will include the development and anatomy of the immune system, innate immunity, the structure and function of immunoglobulin, cellular interactions, disease, and histocompatibility.
BIO 405	HUMAN BIOLOGY	3	College of Humanities and Sciences	This course provides students with concepts of human biology. Topics include structure, function and the interrelationships of the cells, organ, skeletal and muscular systems, genetics, inheritance, and homeostasis.
BIO 410	GENETICS	3	College of Humanities and Sciences	This course presents students with the concepts of genetics. Students will examine mitosis and meiosis, chromosomes, DNA structure, gene mutation, and genome dynamics.
BIO 420	ORNITHOLOGY	3	College of Humanities and Sciences	In this course, students explore the field of ornithology. Students study the natural history and biodiversity of birds. Behavioral characteristics and the role of birds are examined. Topics include anatomy and physiology, taxonomy, evolution, morphology, ecological relationships, and habitat conservation.

BIO 421	HERPETOLOGY	3	College of Humanities and Sciences	In this course, students explore the field of herpetology. Students study the biology of amphibians and reptiles. Species diversity and evolutionary relationships are examined. Topics include natural history, anatomy and physiology, taxonomy, systematics, biogeography, morphology, conservation, and ecological relationships.
BIO 422	ICHTHYOLOGY	3	College of Humanities and Sciences	In this course, students explore the field of Ichthyology. Students study the biology and ecology of freshwater and marine fishes. The phylogeny and developmental stages of skeletal, cartilaginous, and jawless fish are examined. Topics include the phylogeny and development of fish with emphasis on anatomy, morphology, taxonomy, physiology, and ecology.
BIO 423	VERTEBRATE ZOOLOGY	3	College of Humanities and Sciences	In this course, students explore the field of vertebrate zoology. Students study the natural history and biodiversity of vertebrates. The evolution and development of vertebrates are examined. Topics include anatomy and physiology, taxonomy, adaptation, morphology, and evolutionary and ecological relationships.
BIO 424	MYCOLOGY	3	College of Humanities and Sciences	In this course, students explore the field of mycology. Students analyze the symbiotic relationship of fungi to other organisms. Topics include morphology, taxonomy, physiology, food production, medicines, disease and toxins.

BIO 425	PRIMATOLOGY	3	College of Humanities and Sciences	In this course, students explore non-human primate biology and behavior. Emphasis is on analyzing the significance of social behavior within an ecological and evolutionary context. Areas of study include primate diversity, biogeography, growth and development, social systems, cognition and intelligence. Students apply key aspects of primate biology to conservation issues.
BIS 221	INTRODUCTION TO COMPUTER APPLICATIONS AND SYSTEMS	3	School of Business	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 303	MANAGING INFORMATION TECHNOLOGY IN THE HOSPITALITY INDUSTRY	3	School of Business	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.
BIS 318	TECHNOLOGY IN RETAIL MANAGEMENT	3	School of Business	This course addresses how technology is used in retail management. Emphasis is placed on applying technology and data collected from POS systems, customer tracking, and inventory management systems to make informed business decisions.

BIS 320	BUSINESS INFORMATION SYSTEMS	3	School of Business	This course provides instruction on the use of Business Information Systems. Students apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.
BIS 375	SUPPLY CHAIN INFORMATION MANAGEMENT IN ONLINE ENVIRONMENTS	3	School of Business	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.
BLE 503	FOUNDATIONS OF INSTRUCTION	3	College of Education	This course is designed to introduce historical, legal, and theoretical frameworks of education for bilingual learners in the United States. Participants identify effective bilingual instructional approaches and strategies with emphasis on content area instruction. Evaluation and assessment strategies for bilingual learners are also addressed.
BLE 504	INSTRUCTIONAL TECHNIQUES AND METHODS	3	College of Education	This course provides educators with an overview of techniques and methods that support the instruction of bilingual learners. Participants examine culturally responsive practices for instruction and assessment. Teaching in the content areas, honoring cultural diversity, and involving parents guardians and community are also explored.

BLE 505	ASSESSMENT	3	College of Education	This course provides educators with a foundational understanding of assessment practices for bilingual learners. Participants examine the relationship between language acquisition and assessment and its affect on teaching and learning. Content area instruction, reading instruction, and writing instruction as they relate to assessment are also explored.
BLE 506	OVERVIEW OF LINGUISTICS	3	College of Education	This course is designed to introduce K-12 educators to the study of the nature, structure, development, and acquisition of language. Participants explore the integration of theory into practice, teaching methods, cultural implications of language, and first- and second- language acquisition. Particular emphasis is given to psycholinguistics, sociolinguistics, communication, and assessment.
BLE 507	SCHOOL, COMMUNITY, AND FAMILY CULTURE	3	College of Education	This course is designed to examine multicultural education in the classroom, in the community, and globally. The primary focus is to provide participants with an understanding and appreciation of the beliefs, customs, and traditions of diverse cultures. Participants integrate multicultural curriculum featuring a variety of instructional strategies for bilingual learners that promote culturally responsive teaching.
BPA 200	PUBLIC SECTOR COMMUNICATIONS	3	College of Criminal Justice and Security	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 within the context of applications in an office or virtual office setting. Students will develop skills in various mediums of written communication to include: 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.

BPA 201	FOUNDATIONS OF PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	This course serves as an introduction to the study of public administration. During this course, students 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. This course guides students to become familiar with the contemporary, complex issues facing local, state, and federal public administrators.
BPA 211	FOUNDATIONS OF FEDERAL, STATE, AND LOCAL GOVERNMENT	3	College of Criminal Justice and Security	This course provides students constitutional foundations and governing entities of the federal, state, and local governments. Students will learn about political themes, governmental reach, democracy, and political behavior at each level of government.
BPA 221	CRITICAL THINKING AND DECISION MAKING IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course provides students opportunities for analysis, synthesis, prescription, and application of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with a diverse workforce in a dynamic workplace. This course equips students with concrete skills in critical thinking and decision making that will allow them to identify and solve organizational problems, as well as provide strategic direction.
BPA 300	POLITICS AND CITIZENSHIP: THE PUBLIC POLICY ENVIRONMENT	3	College of Criminal Justice and Security	This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. This course will require students to discuss multiple sources of policy input ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.

BPA 301	FOUNDATIONS OF PUBLIC ADMINISTRATION	3	School of Business	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.
BPA 302	POLITICS AND CITIZENSHIP: THE PUBLIC POLICY ENVIRONMENT	3	School of Business	This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. Use of multiple sources of policy input will be discussed, ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.
BPA 303	PUBLIC PROGRAMS: IMPLEMENTATION & EVAL IN A DYNAMIC ENVIRON	3	School of Business	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 311	PRINCIPLES OF GOVERNMENTAL ACCOUNTING	3	College of Criminal Justice and Security	This course focuses on principles of governmental accounting. This course emphasizes accounting equations and transactions, financial statement preparation and analysis, internal controls, regulatory environment, compliance, and local, state and federal, global civic implications.

BPA 321	PERSONNEL MANAGEMENT	3	College of Criminal Justice and Security	This course introduces skills necessary to manage a dynamic and diverse civic leadership workforce, including: executives, directors, chiefs, commissioners, administrators and superintendents. This workforce could also include public health, public safety, community services, public works, and other civic departments, including: elected, appointed, at-will, volunteer and non-profit personnel.
BPA 331	FINANCIAL MANAGEMENT FOR NON-PROFIT ORGANIZATIONS	3	College of Social Sciences	This course focuses on the key financial concepts to effectively obtain desired goals and objectives by public and private sector non-profit organizations as well as in the international arena.
BPA 341	PUBLIC PROGRAMS: IMPLEMENT AND EVALUATE IN A DYNAMIC SETTING	3	College of Social Sciences	This course focuses on the implementation of public policy decisions through the identification and development of specific cincorporates 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 351	RESEARCH IN PUBLIC ADMINISTRATION	3	College of Social Sciences	This course evaluates the process of conducting research for improving decision making within public administration to include the non-profit sector. 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.

BPA 361	GRANT WRITING	3	College of Social Sciences	This course explores the basics of grant and proposal writing in public administration for federal, state, and private funding. This course includes research, design, and evaluation of grant writing components and explores requirements for the various types of grants available. This course also includes developmental steps for an effective grant proposal.
BPA 371	INTERGOVERNMENTAL RELATIONS	3	College of Criminal Justice and Security	This class examines the relationships between different levels of government: federal, state, and local jurisdictions and the relationship between local governments. Partnerships between jurisdictions, both public- public and public- private, will be explored as will the use of quasi-governmental agencies.
BPA 381	PUBLIC ADMINISTRATION POLICY, LEGAL ISSUES, LAW & ETHICS	3	College of Criminal Justice and Security	This course analyzes the nature, formation and system of law in the United States, and applies them to the public administration environment.
BPA 406	THE PUBLIC LEADER: INTEGRATION AND APPLICATION	3	School of Business	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. 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.

BPA 410	GOVERNMENT AND NON-PROFIT ACCOUNTING	3	College of Criminal Justice and Security	Students will analyze and discuss budget issues as related to both government and non-profit organizations. This course will focus on accounting, revenue, and expenses allocated to various public administration entities. Students will examine reporting issues and discuss various solutions.
BPA 411	PUBLIC FINANCE: SOURCES, MANAGEMENT, AND REPORTS	3	College of Criminal Justice and Security	This course explores the sources of revenue necessary to operate public programs, the ways in which funds are allocated and utilized, the responsibility for public stewardship, economic fiscal policy, and includes the need for accurate and complete reporting. This course will cover different approaches to public finance by federal, state, and local agencies.
BPA 421	ORGANIZATIONAL BEHAVIOR AND ETHICAL RESPONSIBILITY	3	College of Criminal Justice and Security	This course focuses on the study of individual and group behavior in public administration settings and explores the ethical issues to which employees are exposed. Students will learn to recognize ethical dilemmas and resolve them through active deliberation and sound decision making.
BPA 431	LEADERSHIP IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	Leaders in public organizations face daily challenges. In this course, students will choose a contemporary leader and study his/her leadership style, strengths, and core values. Students will examine the application of these characteristics in public administration. This course will also help students learn to manage conflict, negotiate, and develop effective leadership skills.

BPA 441	URBAN AND REGIONAL PLANNING	3	College of Criminal Justice and Security	This class addresses the importance of planning for future growth along with evolving land use patterns. Issues like urban and suburban sprawl, infill, density, redevelopment, and transportation modalities will be covered. Tools for implementing general plans, zoning, and eminent domain will be addressed.
BPA 451	CAPITAL IMPROVEMENT PLANNING & MANAGEMENT	3	College of Criminal Justice and Security	As today's public infrastructures like roads, parks or water treatment facilities near the end of their design lifecycle, it is important to begin planning for renewal restructure. This course will explore planning, building and maintaining these infrastructures while addressing the impact on stakeholders.
BPA 461	CONTEMPORARY ISSUES IN PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	Utilizing skills developed in civic foundation coursework completed throughout this program, students will demonstrate a deeper understanding of regulatory and environmental impact, issues, and topics in the public administration field. This course will provide an emphasis on content mastery assessment.
BRM 216	INTRODUCTION TO THE RETAIL INDUSTRY	3	School of Business	This course provides students with an overview of the retail industry. Topics include the types of retailers, key drivers and trends, the importance of customer-facing activities, and exploring the current issues facing retailers, such as customer relationship management, industry consolidation, and dynamic changes in multichannel promotion through social media and website offerings. As a broad survey of the industry, this course provides you with a framework and set of concepts that will support the remainder of your core courses.

BRM 226	CUSTOMER SERVICE MANAGEMENT	3	School of Business	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	SALES, TOOLS, AND STRATEGIES	3	School of Business	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	RETAIL MARKETING: MERCHANDISING	3	School of Business	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	RETAIL PERSONNEL MANAGEMENT	3	School of Business	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	RETAIL OPERATIONS: SUPPLY MANAGEMENT	3	School of Business	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.
BRM 276	LEADERSHIP AND SUPERVISION IN RETAIL CAPSTONE	3	School of Business	This is the capstone course for retail fundamentals. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner. Students will demonstrate competency and skills in the leadership and supervisory function of retailing. Emphasis will be on a practical skill-building approach to leadership and supervision so students develop skills that can be applied within the retail environment. Students will examine leadership styles, management principles, ethics and social responsibility, conflict resolution, and culturally diverse aspects of leadership.
BRM 277	LEADERSHIP AND SUPERVISION IN RETAIL APPLIED CAPSTONE	3	School of Business	This is the applied capstone course for retail fundamentals. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner within work environment. Students will demonstrate competency and skills in the leadership and supervisory function of retailing. Emphasis will be on a practical skill- building approach to leadership and supervision so students develop skills that can be applied within the retail environment. Students will examine leadership styles, management principles, ethics and social responsibility, conflict resolution, and culturally diverse aspects of leadership.
BRM 353	PRODUCT AND BRAND MANAGEMENT	3	School of Business	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.

BRM 360	RETAIL DATA ANALYTICS FOR DECISION MAKING	3	School of Business	The business of retail has embraced big data in nearly all phases of planning. Some retail businesses exist only online, forgoing the traditional "brick and mortar" locations that dominate the industry. With the emergence of online shopping, businesses are recognizing the need to enhance their future growth by connecting with their consumers through digital channels. The retail analytics certificate emphasizes an understanding of Internet marketing, consumer behavior, web analytics, data analysis, inventory management, increased sales and anticipated trends. Upon completing this certificate, students will possess the knowledge and skills necessary to effectively manage a retail business using data analytics.
BSA 250	FOUNDATIONS OF DATA ANALYTICS	3	College of Information Systems and Technology	This course introduces practices in data analytics foundational to the industry and the field of data analytics. Covered are theories of analytics, the phases of the analytics lifecycle, analysis and exploration of data, relevant statistics for data modeling, data visualization, and the tools used for data analytics.
BSA 310	BUSINESS SYSTEMS	3	College of Information Systems and Technology	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	FUNDAMENTALS OF BUSINESS SYSTEMS DEVELOPMENT	3	College of Information Systems and Technology	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.

BSA 376	SYSTEMS ANALYSIS AND DESIGN	3	College of Health Sciences and Nursing	This course introduces the fundamental, logical, and design considerations addressed during system and application software development in health care environments. 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.
BSA 385	INTRO TO SOFTWARE ENGINEERING	3	College of Information Systems and Technology	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.
BSA 411	SYSTEMS ANALYSIS METHODOLOGIES	3	College of Information Systems and Technology	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	SYSTEMS ANALYSIS TOOLS	3	College of Information Systems and Technology	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.

BSA 413	IT SERVICE MANAGEMENT	3	College of Information Systems and Technology	This course addresses IT service management best practices from the perspective of the IT Infrastructure Library (ITIL) framework. The ITIL framework consists of Service Strategy, Design, Transition, Operation, and Continual Service Improvement.
BSA 500	BUSINESS SYSTEMS I	3	College of Information Systems and Technology	This course introduces business systems. The course first reviews the basics of the business environment and influences on that environment. Then accounting and finance business systems are reviewed.
BSA 502	BUSINESS SYSTEMS II	3	College of Information Systems and Technology	This course reviews the following business systems: marketing, sales, human resources, operations and legal. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.
BSA 505	IS AUDITING PROCESSES	3	College of Information Systems and Technology	This course focuses on information systems auditing, IT governance and protection of information assets. An audit preparation guide is created. Applicable laws, regulations, standards, guidance, techniques and professional ethics will be applied. Control self-assessment is evaluated as a process of continuous IS audit preparation.

BSA 510	IT GOVERNANCE AND MANAGEMENT	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience and knowledge required to provide assurance that the enterprise has the structure, policies, accountability mechanisms and monitoring practices in place to achieve the requirements of corporate governance of IT. This course is based on the Governance and Management of IT Domain of the ISACA Model Curriculum for IS Audit and Control. ISACA (www.isaca.org) is a leading global provider of knowledge, certifications, community, advocacy and education on information systems (IS) assurance and security, enterprise governance and management of IT, and IT-related risk and compliance.
BSA 515	ACQUISITION, DEVELOPMENT AND IMPLEMENTATION OF IS	3	College of Information Systems and Technology	The Information Systems Operations, Maintenance and Support domain is divided into ten topic areas that focus on service level management, maintenance of information systems, problem and incident management, change and configuration management, and backup and restoration of systems. The objective of this domain is to ensure that students understand and can provide assurance that the practices for systems operations and maintenance meet the enterprise's strategies and objectives.
BSA 520	OPERATIONS, MAINTENANCE AND SUPPORT OF IS	3	College of Information Systems and Technology	The Information Systems Acquisition, Development and Implementation domain is divided into six topic areas that focus on business case development, project management and controls. The objective of this domains to ensure that students understand and can provide assurance that the practices of acquiring, developing, testing and implementing information systems meet the enterprise's strategies and objectives.
BSA 525	INFORMATION ASSETS PROTECTION	3	College of Information Systems and Technology	The Protection of Information Assets domain is divided into five topic areas that focus on design and implementation of system and security controls, data classification, physical access, and the process of retrieving and disposing of information assets. The objective of this domain is to ensure that students understand and can provide assurance that the enterprise's security policies, standards, procedures and controls ensure the confidentiality, integrity and availability of information assets.

BSA 530	IT ARCHITECTURE	3	College of Information Systems and Technology	The IT Architecture course covers the material to allow a professional to design, develop, document and deliver IT architectural solutions for the business environment. The IT Architecture course is aligned to the Oracle Reference Architecture Overview certification requirements and covers Application Infrastructure, Security, Engineering, Integration, Management and Monitoring, Service Orientation and User Interaction.
BSA 540	DATA RELATIONSHIP MANAGEMENT	3	College of Information Systems and Technology	The Oracle Hyperion Data Relationship Management Specialization is for individuals focused on selling and implementing a Master Data Management software solution to build consistency within master data assets despite endless changes within the underlying transactional and analytical systems. The certification will cover such topics as: creating applications, working with hierarchies and nodes, defining properties, querying and comparing data, blending versions, formulas for derived properties, and managing security.
BSA 545	DATA RELATIONSHIP MANAGEMENT	3	College of Information Systems and Technology	This course provides a foundational workshop on master data management (MDM) focusing on the design and implementation of a scalable, secure and compliant MDM and data governance environment. Emphasis will be placed on data governance, architecture, data modeling, implementation, administration and the future of MDM.
BSA 550	CUSTOMER RELATIONSHIP MANAGEMENT	3	College of Information Systems and Technology	The Oracle Fusion Middleware 11g Business Intelligence Applications 7 for CRM Certified Implementation Specialist Certification identifies professionals that are skilled in implementing solutions based on Oracle Business Intelligence Applications for CRM source systems. The certification covers skills such as: installing and configuring Oracle BI Applications, using the Data Administration Console, configuring security for Oracle BI Applications, and customizing Oracle BI Applications. The exam targets the intermediate-level implementation team member. Up-to-date training and field experience are recommended.

BSA 570	ANALYTIC PROGRAMMING	3	College of Information Systems and Technology	This course covers the subject of Business Analytics Statistics. The analysis of large quantity of data through the use of statistical tools to help guide business operations has become an essential component of the modern organization. Topics in this course included foundational statistical concepts, t Tests, Analysis of Variance, Linear Regression, diagnostic and data analysis. This course is aligned to the SAS Statistical Business Analyst Using SAS 9: Regression and Modeling certification.
BSA 580	STATISTICAL BUSINESS ANALYTICS	3	College of Information Systems and Technology	This course covers Statistical Business Analytics. The course includes the topics of analysis of variance, linear and logistic regression, preparing inputs for predictive models, and measuring model performance. This course is aligned to the SAS Statistical Business Analyst Using SAS, Regression and Modeling certification.
BSCOM 100	INTRODUCTION TO COMMUNICATION	3	College of Humanities and Sciences	This course is an introduction to the field of communication with emphasis on the history of communication study, concepts 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.
BSCOM 234	FOUNDATIONS OF INTERPERSONAL COMMUNICATION	3	College of Humanities and Sciences	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.

BSCOM 240	INFORMATION LITERACY	3	College of Humanities and Sciences	This course addresses information literacy topics which may include gathering, analysis, evaluation, and synthesis of information. Within a context of professional ethics, students recognize the need for information, formulate meaningful questions to guide their search, assess what is cogent, interpret bias, and integrate material for a compelling presentation.
BSCOM 260	COMMUNICATION COMPETENCE IN THE WORKPLACE	3	College of Humanities and Sciences	Within the context of developing technical writing skills, students examine how culture generates expectations regarding how communication should occur within a professional environment. Students develop greater sensitivity to intercultural differences to foster effective information exchange using best practices for written communication in the workplace.
BSCOM 268	FOUNDATIONS OF MASS COMMUNICATION	3	College of Humanities and Sciences	This course surveys the basic theories of mass communication. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints. The course will encourage a critical analysis of the performance of mass media.
BSCOM 300	ADVERTISING AND THE MEDIA	3	College of Humanities and Sciences	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.

BSCOM 324	COMMUNICATION RESEARCH	3	College of Humanities and Sciences	This course focuses on the research methods employed in the communication discipline and enhancing the understanding of credible sources and accurate information. Students will learn of the most frequently applied components of communication research. Topics may include descriptive statistics, sampling, measures, research design, methodologies, and content analysis.
BSCOM 330	COMPUTER MEDIATED COMMUNICATION	3	College of Humanities and Sciences	This course introduces students to the study of computer mediated communication and how it changes, shapes, and develops community through the use of diverse technological and social tools. Topics will include the history of computer-mediated communication, and how these technologies are leveraged in daily life. Students will develop their knowledge of computer mediated communication through immersive experiences of online and networked spaces and communities. Practical application of technology is used to complete communication projects to gain experience and depth of knowledge regarding how technology affects human communication.
BSCOM 336	COMMUNICATION THEORIES AND PRACTICE	3	College of Humanities and Sciences	This course explores the various theories of communication that create the foundation for study of communications 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.
BSCOM 348	SMALL GROUP AND TEAM COMMUNICATION	3	College of Humanities and Sciences	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.

BSCOM 360	ORGANIZATIONAL COMMUNICATION	3	College of Humanities and Sciences	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.
BSCOM 384	MARKETING COMMUNICATIONS	3	College of Humanities and Sciences	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.
BSCOM 385	PUBLIC RELATIONS AND MESSAGE MANAGEMENT	3	College of Humanities and Sciences	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.
BSCOM 386	SALES COMMUNICATIONS	3	College of Humanities and Sciences	This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.

BSCOM 390	INTERCULTURAL COMMUNICATION	3	College of Humanities and Sciences	The purpose of this course is to assist students to understand 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.
BSCOM 410	MEDIA AND SOCIETY	3	College of Humanities and Sciences	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.
BSCOM 415	COMMUNICATION LAW	3	College of Humanities and Sciences	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.
BSCOM 435	CREATIVITY AND COMMUNICATION	3	College of Humanities and Sciences	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.

BSCOM 460	ETHICS AND COMMUNICATION	3	College of Humanities and Sciences	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.
BSCOM 465	COMMUNICATION IN MEDIATION AND CONFLICT RESOLUTION	3	College of Humanities and Sciences	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 managing conflict in the future.
BSCOM 470	MARKETING AND SALES MESSAGE MANAGEMENT	3	College of Humanities and Sciences	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.
BSCOM 485	CAPSTONE IN COMMUNICATION	3	College of Humanities and Sciences	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 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 in the study of communication, the benefits of lifelong learning, and the impact of these elements on their future.

BSHS 420	CASE MANAGEMENT	3	College of Social Sciences	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 450	PROGRAM DESIGN AND PROPOSAL WRITING	3	College of Social Sciences	This course covers finding federal, state, and private funding for human service programs and agencies and writing proposals to secure funding. Students will practice designing programs and the evaluation of those programs.
BSHS 301	INTRODUCTION TO HUMAN SERVICES	3	College of Social Sciences	This course is designed to give adult learners an overview of expectations for academic success in the Bachelor of Science in Human Services program. The course examines learning theory and the application of adult learning principles. Students will gain knowledge of skills needed to do critical thinking, make oral presentations, function in learning teams, conduct research, and write academic papers. Students will be introduced to the university library and learn how to access its resources successfully. An introduction to the human services profession will be accomplished by studying roles and responsibilities of human services workers.
BSHS 302	INTRODUCTION TO HUMAN SERVICES	3	College of Social Sciences	This course is designed to give adult learners an overview of expectations for academic success in the Bachelor of Science in Human Services program. The course examines learning theory and the application of adult learning principles. Students will gain knowledge of skills needed to do critical thinking, make oral presentations, function in learning teams, conduct research, and write academic papers. Students will be introduced to the university library and learn how to access its resources successfully. An introduction to the human services profession will be accomplished by studying roles and responsibilities of human services workers.

BSHS 305	HISTORICAL DEVELOPMENT OF HUMAN SERVICES: AN INTRODUCTION	3	College of Social Sciences	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. (3 credits).
BSHS 305C	HISTORICAL DEVELOPMENT OF HUMAN SERVICES: AN INTRODUCTION	3	College of Social Sciences	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. (3 credits).
BSHS 311	MODELS OF EFFECTIVE HELPING	3	College of Social Sciences	This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective humanistic, and systems. Students learn the theoretical bases for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human services worker.
BSHS 312	MODELS OF EFFECTIVE HELPING	3	College of Social Sciences	This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective humanistic, and systems. Students learn the theoretical bases for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human services worker.

BSHS 321	COMMUNICATION SKILLS FOR THE HUMAN SERVICES PROFESSIONAL	3	College of Social Sciences	This course explores the theory and practice of professional communication skills, including active listening, interviewing, nonverbal communication, and presentation skills. Students will develop their interpersonal skills through application of communication techniques and strategies.
BSHS 322	COMMUNICATION SKILLS FOR THE HUMAN SERVICES PROFESSIONAL	3	College of Social Sciences	This course explores the theory and practice of professional communication skills, including active listening, interviewing, nonverbal communication, and presentation skills. Students will develop their interpersonal skills through application of communication techniques and strategies.
BSHS 325	HUMAN SYSTEMS AND DEVELOPMENT	3	College of Social Sciences	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. (3 credits).
BSHS 325C	HUMAN SYSTEMS AND DEVELOPMENT	3	College of Social Sciences	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 331	PROFESSIONAL, ETHICAL, AND LEGAL ISSUES IN HUMAN SERVICES	3	College of Social Sciences	Curriculum Guide Description 4 01 2004: Ethical principles and practices of human service workers are examined in accordance with The Community Support Skill Standards for Human Service Workers and the Ethical Standards of Human Service Professionals. Major legal issues in the delivery of human services are examined. The roles, functions, and legal and ethical responsibilities of the human service worker are investigated.
BSHS 332	PROFESSIONAL, ETHICAL, AND LEGAL ISSUES IN HUMAN SERVICES	3	College of Social Sciences	Ethical principles and practices of human service workers are examined in accordance with The Community Support Skill Standards for Human Service Workers and the Ethical Standards of Human Service Professionals. Major legal issues in the delivery of human services are examined. The roles, functions, and legal and ethical responsibilities of the human service worker are investigated.
BSHS 335	ETHICS AND VALUES FOR HUMAN SERVICE PROFESSIONALS	3	College of Social Sciences	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 335C	ETHICS AND VALUES FOR HUMAN SERVICE PROFESSIONALS	3	College of Social Sciences	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 341	FIELD EXPERIENCE PART I	3	College of Social Sciences	This course provides information and support to assist students in their first field experience placement in a human services organization. Students will conduct interviews, learn to create a learning contract, and develop an understanding of their role in the human services delivery system. Weekly workshops are provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field experience during a ten-week period. Supervision will be provided on a weekly basis in 2-hour group sessions. Students will be exposed to the twelve core competencies of the BSHS program, with an emphasis on participant involvement, communication, community and service networking, as well as education, training, and self development.
BSHS 342	HUMAN LIFESPAN DEVELOPMENT	3	College of Social Sciences	This course presents students with empirical research findings and theoretical frameworks to foster an understanding of the various stages and dimensions of human development across the lifespan. Emphasis is placed on biological, cognitive, emotional, and social development in a timeframe extending from prenatal development through the elder years and on toward eventual end of life and bereavement processes.
BSHS 345	DIVERSITY AND SPECIAL POPULATIONS	3	College of Social Sciences	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 345C	DIVERSITY AND SPECIAL POPULATIONS	3	College of Social Sciences	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 351	TECHNOLOGY IN HUMAN SERVICES	3	College of Social Sciences	This course is a survey of the use of communications technology in Human Services. It examines how technology affects the delivery of Human Services and how technology is used in delivering the service. Students are required to have access to the Internet and have a valid e-mail address to take this course.
BSHS 352	TECHNOLOGY IN HUMAN SERVICES	3	College of Social Sciences	This course is a survey of the use of communications technology in Human Services. It examines how technology affects the delivery of Human Services and how technology is used in delivering the service. Students are required to have access to the Internet and have a valid e-mail address to take this course.
BSHS 355	DELIVERY OF HUMAN SERVICES: THEORY AND PRACTICE	3	College of Social Sciences	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 361	CHILD DEVELOPMENT	3	College of Social Sciences	In this course students learn about human growth and development from conception through adolescence. Physical, cognitive, and psychosocial developmental domains are studied. Within those domains, language development, moral development, and multicultural issues are addressed. Practical application of developmental theory is included to help students appreciate the impact human services workers have on children, adolescents, and their caregivers.

BSHS 371	ADULT AND FAMILY DEVELOPMENT	3	College of Social Sciences	In this course, students learn about the physical, social, emotional, and cognitive development of the adult in today's society. They explore each of the major stages of adult development: young adulthood, middle age, and late life. Myths about aging are examined, and current research is reviewed. Factors influencing physical and mental health throughout the life cycle are explored, including those that contribute to developmental problems and those that foster greater life satisfaction and health. Students examine the resources and services for the aged population.
BSHS 373	FINANCIAL MANAGEMENT IN HUMAN SERVICES	3	College of Social Sciences	This course is designed to introduce the human service student to the basic financial management concepts and tools needed for the successful management of a human service agency or program.
BSHS 375	INFORMATION SYSTEMS AND TECHNOLOGY IN HUMAN SERVICES	3	College of Social Sciences	This course provides the foundation for appropriate integration and use of information management systems crucial to the delivery of human services. Skills developed include methods of obtaining, organizing, analyzing, evaluating, maintaining and disseminating information. Domains addressed in the course involve the application of confidentiality guidelines and the appropriate use of client data, utilizing technology to assist in conducting needs assessments and basic program evaluation, and accessing research literature for advocacy and education initiatives. Basic computer skills such as word processing and the use of spreadsheets for maintaining a database are addressed along with a survey of assistive technology available for a range of special needs populations.
BSHS 381	RESEARCH AND STATISTICS FOR THE SOCIAL SCIENCES	3	College of Social Sciences	This course provides an overview of research methods and appropriate use of statistics in the social sciences. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistics software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.

BSHS 382	RESEARCH AND STATISTICS	3	College of Social Sciences	This course is a survey of basic research methods and appropriate use of statistics in the social sciences. The nature and history of the scientific method, research tools, data collection and analysis will be reviewed. Understanding research reports and the ability to critically evaluate published research will be emphasized. While key statistical concepts will be reviewed, students will gain a conceptual understanding of underlying principles enabling them to become "informed consumers" of research. Software for descriptive and inferential parametric and nonparametric statistical procedures will be introduced to the students. Students will practice establishing research designs, critically evaluating research reports and interpreting statistical analyses.
BSHS 385	INTERPERSONAL COMMUNICATION AND INTERVIEWING SKILLS	3	College of Social Sciences	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 empathetic relationships, and obtaining information needed for effective intervention with successful outcomes. This course provides knowledge of theory and practice in interpersonal communication. Students will learn skills for resolving conflict, establishing positive rapport, assisting clients in becoming clear about goals and focusing on outcomes, and practicing professional and ethical behaviors in all client interactions. Students will complete Modules 3, 4, 5 and 6 of the MHF training.
BSHS 391	LIFELONG LEARNING AND PROFESSIONAL DEVELOPMENT	3	College of Social Sciences	This course will examine the roles of lifelong learning and professional development for human service workers in the helping process. Students will clarify their values and aspirations and develop a plan for their personal professional development. Students will explore both short-term plans and long-range goals and research the requirements and resources for each.
BSHS 395	CLIENT ASSESSMENT AND PLANNING	3	College of Social Sciences	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 401	CASE MANAGEMENT	3	College of Social Sciences	Curriculum Guide Description 04 01 2004: 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 402	CASE MANAGEMENT	3	College of Social Sciences	This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatment resources in the least restrictive and most cost effective settings will be examined.
BSHS 405	INTERVENTION, DIRECT SERVICE DELIVERY & CASE MANAGEMENT	3	College of Social Sciences	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. (3 credits) Prerequisite: BSHS 395.
BSHS 406	FAMILY AND SOCIAL SYSTEMS: CONTEMPORARY TRENDS AND ISSUES	3	College of Social Sciences	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	FAMILY VIOLENCE ACROSS THE LIFESPAN: A MULTI-STRATA PROBLEM	3	College of Social Sciences	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 407C	FAMILY VIOLENCE ACROSS THE LIFESPAN: A MULTI-STRATA PROBLEM	3	College of Social Sciences	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	CHILDHOOD ABUSE AND NEGLECT	3	College of Social Sciences	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.
BSHS 411	FIELD EXPERIENCE PART II	3	College of Social Sciences	Curriculum Guide Description 04 01 2004: This course will provide relevant information and support to assist students in their second field experience placement experience in a human service organization. Students will conduct interviews, create learning contracts, and develop a further understanding of their role in the human service delivery system. Weekly workshops are provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field experience during a 10-week period. Supervision will be provided on a weekly basis in 2-hour group sessions. Students will be exposed to the 12 Core Competencies of the BSHS program, with an emphasis on Assessment, Documentation, Facilitation of Services, and Community Living Skills and Supports.

BSHS 412	FIELD EXPERIENCE	3	College of Social Sciences	This course will provide relevant information and support to assist students in their field experience placement experience in a human service organization. Students will conduct interviews, create learning contracts, and develop a further understanding of their role in the human service delivery system. Weekly workshops are provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field experience during a 10-week period. Supervision will be provided on a weekly basis in 2-hour group sessions. Students will be exposed to the 12 Core Competencies of the BSHS program, with an emphasis on Assessment, Documentation, Facilitation of Services, and Community Living Skills and Supports.
BSHS 415	FIELD EXPERIENCE I	3	College of Social Sciences	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 4150	ORIENTATION TO FIELD EXPERIENCE	0	College of Social Sciences	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 421	CULTURAL DIVERSITY AND SPECIAL POPULATIONS	3	College of Social Sciences	Students will explore rich and unique features of ethnically diverse populations and "special populations," and identify their human services needs. Students will become familiar with available local community services to meet those needs. The development and assessment of cultural competence as it applies to social service agencies and behavioral health professionals is emphasized.

BSHS 422	CULTURAL DIVERSITY AND SPECIAL POPULATIONS	3	College of Social Sciences	Students will explore rich and unique features of ethnically diverse populations and "special populations," and identify their human services needs. Students will become familiar with available local community services to meet those needs. The development and assessment of cultural competence as it applies to social service agencies and behavioral health professionals is emphasized.
BSHS 425	ADMINISTRATION & MANAGEMENT OF HUMAN SERVICE PROGRAMS	3	College of Social Sciences	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	HUMAN SERVICES MANAGEMENT: THEORY & PRACTICE	3	College of Social Sciences	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. (3 credits). Prerequisite: BSHS 425
BSHS 427	CRITICAL THINKING SKILLS IN MANAGEMENT DECISION-MAKING	3	College of Social Sciences	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. (3 credits). Prerequisite: BSHS 426

BSHS 428	HUMAN SERVICES PROGRAM DESIGN AND PROPOSAL WRITING	3	College of Social Sciences	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.
BSHS 431	DEPENDENCY AND ADDICTIONS	3	College of Social Sciences	Curriculum Guide Description 04 01 2004: In this course, students will be introduced to the addictions process involved in alcohol, chemical, and other dependency areas. The role of addiction within society, the criminal justice system, and treatment areas, will be explored.
BSHS 435	RESEARCH AND STATISTICS IN HUMAN SERVICES	3	College of Social Sciences	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 435C	RESEARCH AND STATISTICS IN HUMAN SERVICES	3	College of Social Sciences	This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.

BSHS 437	SOCIAL SYSTEMS AND AGING	3	College of Social Sciences	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 437C	SOCIAL SYSTEMS AND AGING	3	College of Social Sciences	This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the effects of 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	CARE FOR AGING POPULATIONS	3	College of Social Sciences	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 438C	CARE FOR AGING POPULATIONS	3	College of Social Sciences	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	GRIEF, LOSS AND END OF LIFE ISSUES	3	College of Social Sciences	In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24 7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict.
BSHS 439C	GRIEF, LOSS AND END OF LIFE ISSUES	3	College of Social Sciences	In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24 7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict.
BSHS 441	ADVOCACY AND MEDIATION	3	College of Social Sciences	Curriculum Guide Description 04 01 2004: This course is designed to explore the potential use and benefits of mediation as a part of the advocacy process. Attention to overcoming barriers of effective service delivery will be examined. Students will experience the roles of mediator, advocate, and agency representative. Workshops will include role-plays in dyads and small groups.
BSHS 442	ADVOCACY AND MEDIATION	3	College of Social Sciences	This course is designed to explore the potential use and benefits of mediation as a part of the advocacy process. Attention to overcoming barriers of effective service delivery will be examined. Students will experience the roles of mediator, advocate, and agency representative. Workshops will include role-plays in dyads and small groups.

BSHS 445	SURVEY OF CRISIS AND MENTAL HEALTH ISSUES AND INTERVENTIONS	3	College of Social Sciences	In this course students explore the relationship between mental health and human service delivery systems in the United States as well as global initiatives for improving the international service-base. Students will learn to define and describe the nature and process of crisis and the impact of trauma-causing events on the mental health of diverse clients. Students will compare and contrast the range of service delivery modalities and networks, including the operation of emergency management systems, and will demonstrate understanding of roles and skills needed when services are provided in emergency and crisis situations. The course facilitates development of skills necessary for assessing and managing suicide risk. Students will complete Module 15 of the MHF training.
BSHS 451	PROGRAM DESIGN AND PROPOSAL WRITING	3	College of Social Sciences	Curriculum Guide Description 04 01 2004: This course covers finding federal, state, and private funding for human services programs and agencies and writing proposals to secure funding. Students will practice designing and evaluating programs. Students will use the Internet to explore funding sources and to identify suggestions for developing successful grant proposals.
BSHS 452	PROGRAM DESIGN AND PROPOSAL WRITING	3	College of Social Sciences	This course covers finding federal, state, and private funding for human services programs and agencies and writing proposals to secure funding. Students will practice designing and evaluating programs. Students will use the Internet to explore funding sources and to identify suggestions for developing successful grant proposals.
BSHS 455	WORKING WITH ADDICTIONS	3	College of Social Sciences	This course introduces students to the biology of addiction, including brain reward mechanisms, the role of environment and genetics, psychodynamics, and the impact of addiction on individuals, families, and communities. The roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis are emphasized in the course. The course examines major models of conceptualizing and integrating prevention, intervention, rehabilitation and maintenance relapse prevention. Students will learn strategies for accessing supportive measures and case management processes for developing wrap-around action plans for service delivery to individuals and groups with addiction and chemical dependence related issues.

BSHS 455C	WORKING WITH ADDICTIONS	3	College of Social Sciences	This course introduces students to the biology of addiction, including brain reward mechanisms, the role of environment and genetics, psychodynamics, and the impact of addiction on individuals, families, and communities. The roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis are emphasized in the course. The course examines major models of conceptualizing and integrating prevention, intervention, rehabilitation and maintenance relapse prevention. Students will learn strategies for accessing supportive measures and case management processes for developing wrap-around action plans for service delivery to individuals and groups with addiction and chemical dependence related issues.
BSHS 456	ADDICTION INTERVENTIONS FOR HUMAN SERVICE WORKERS	3	College of Social Sciences	This course has a focus on familiarizing students with fundamental interventions used in drug and alcohol treatment settings. Students will conduct an investigation of 12-step, alternative support group, secular organization, therapeutic community, and structured in- patient outpatient approaches to intervention and treatment. Students will be prepared to apply basic skills for assessing and evaluating client needs, making referrals, and working as a colleague in groups of professional service providers. An exploration of commonly used evaluation instruments for assessing level of care is underscored along with tenets of co- facilitation of treatment groups and assessing special population needs. Students will demonstrate foundational knowledge and understanding of guidelines for treatment as outlined by the Substance Abuse and Mental Health Services Administration and the American Society of Addiction Medicine's Patient Placement Criteria.
BSHS 456C	ADDICTION INTERVENTIONS FOR HUMAN SERVICE WORKERS	3	College of Social Sciences	This course has a focus on familiarizing students with fundamental interventions used in drug and alcohol treatment settings. Students will conduct an investigation of 12-step, alternative support group, secular organization, therapeutic community, and structured in- patient outpatient approaches to intervention and treatment. Students will be prepared to apply basic skills for assessing and evaluating client needs, making referrals, and working as a colleague in groups of professional service providers. An exploration of commonly used evaluation instruments for assessing level of care is underscored along with tenets of co- facilitation of treatment groups and assessing special population needs. Students will demonstrate foundational knowledge and understanding of guidelines for treatment as outlined by the Substance Abuse and Mental Health Services Administration and the American Society of Addiction Medicine's Patient Placement Criteria.
BSHS 457	CODEPENDENCE AND WORKING WITH FAMILIES	3	College of Social Sciences	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 457C	CODEPENDENCE AND WORKING WITH FAMILIES	3	College of Social Sciences	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	ACTION PLANNING, RELAPSE PREVENTION AND AFTERCARE	3	College of Social Sciences	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.
BSHS 458C	ACTION PLANNING, RELAPSE PREVENTION AND AFTERCARE	3	College of Social Sciences	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.
BSHS 461	BUILDING COMMUNITY IN ORGANIZATIONS	3	College of Social Sciences	This course provides a framework for understanding organizations as social communities. Students will learn to identify the essential elements of organizational communities, the managerial implications, the skills necessary to effectively work in organizational communities, and the benefits of working in organizations using the community model. Emphasis will be placed on understanding and developing the skills needed to work effectively in organizations.

BSHS 462	BUILDING COMMUNITY IN ORGANIZATIONS	3	College of Social Sciences	This course provides a framework for understanding organizations as social communities. Students will learn to identify the essential elements of organizational communities, the managerial implications, the skills necessary to effectively work in organizational communities, and the benefits of working in organizations using the community model. Emphasis will be placed on understanding and developing the skills needed to work effectively in organizations.
BSHS 465	PROFESSIONAL DEVELOPMENT AND IDENTITY	3	College of Social Sciences	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 471	MENTAL HEALTH AND CRISIS INTERVENTION PRACTICES	3	College of Social Sciences	Curriculum Guide Description 04 01 2004: 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 475	FIELD EXPERIENCE II	3	College of Social Sciences	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 481	WORKING WITH GROUPS	3	College of Social Sciences	This course provides a framework for understanding organizations as social communities. Students will learn to identify the essential elements of organizational communities, the managerial implications, the skills necessary to effectively work in organizational communities, and the benefits of working in organizations using the community model. Emphasis will be placed on understanding and developing the skills needed to work effectively in organizations.
BSHS 485	CAPSTONE: ADVOCACY AND CREATING SOCIAL CHANGE	3	College of Social Sciences	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.
BSHS 491	FIELD EXPERIENCE PART III	3	College of Social Sciences	This course will provide relevant information and support to assist students in their third field experience in a human service organization. Students will conduct interviews, learn to create a learning contract, and develop a greater understanding of their role in the human service delivery system. Weekly workshops are provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field experience during a 10-week period. Supervision will be provided on a weekly basis in 2-hour workshop meetings. Students will be exposed to the 12 Core Competencies of the BSHS program, with an emphasis on Advocacy, Crisis Intervention, Organizational Participation, and Vocational, Educational and Career Support.
BSHS 561	BUILDING COMMUNITY IN ORGANIZATIONS	3	College of Social Sciences	This course provides a framework for understanding organizations as social communities. Students will learn to identify the essential elements of organizational communities, the managerial implications, the skills necessary to effectively work in organizational communities, and the benefits of working in organizations using the community model. Emphasis will be placed on understanding and developing the skills needed to work effectively in communication.

BSLS 101CA	ORIENTATION TO LIBERAL STUDIES IN EDUCATION	0	College of 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.
BSS 395	CONTEMPORARY ISSUES AND FUTURES IN SECURITY	3	College of Criminal Justice and Security	This course examines the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward potential futures within the criminal justice field. Students focus on relevant research about the current environment of the law enforcement field and analytic conclusions of potential future conditions. Students will apply critical thinking to and engage in in-depth discussion of these concepts in this comprehensive study of local, state, national, and global levels of criminal justice administration.
BSS 480	RISK MANAGEMENT PERCEPTION AND COMMUNICATION	3	College of Criminal Justice and Security	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	COUNTERTERRORISM INTELLIGENCE AND ANALYSIS	3	College of Criminal Justice and Security	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	SECURING CRITICAL INFRASTRUCTURE AND CYBERSPACE	3	College of Criminal Justice and Security	This course explores the developments and changes in security operations to secure the critical infrastructure in 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	WORLD VIEW OF HOMELAND SECURITY	3	College of Criminal Justice and 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.
BUS 210	FOUNDATIONS OF BUSINESS	3	School 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.
BUS 211	FOUNDATIONS OF BUSINESS	3	School 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.

BUS 212	FOUNDATIONS OF BUSINESS	3	School of Business	In this course, students explore will understand the foundation of business. Topics include the evolution of business, analysis of economic systems, global considerations, the role of business ethics, and business forms. Upon completion, students are better prepared to make informed decisions regarding business types, structures, and behaviors.
BUS 304	SURVEY OF GREEN AND SUSTAINABLE BUSINESS	3	School of Business	This course provides an overview of the evolution and modern concepts of sustainable management in business. This includes how environmental principles developed into modern sustainable management practices; the influence of technology; product and service design; and the regulatory environment of sustainable business.
BUS 475	INTEGRATED BUSINESS TOPICS	3	School of Business	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.
BUS 502	THE EXTERNAL FACTORS THAT IMPACT BUSINESS	3	School of Business	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, business strategy, and marketing.

BUS 503	ACCOUNTING AND FINANCIAL DECISION MAKING	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of economics, accounting, and business finance. Students learn practical applications for economics, accounting, and business finance in their professional lives through the integration of fundamental concepts and the analysis of actual business events.
BUS 511	MANAGING THE BUSINESS ENVIRONMENT	3	School of Business	This course begins an introductory sequence to ensure students are successful in a graduate program. The topics include a broad overview of the business environment, including the concepts of management and operations, organizational behavior, human resources, information systems, ethics and the legal environment.
BUS 721	ISSUES IN OPTIMIZING OPERATIONS	3	School of Advanced Studies	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.
BUS 731	TRANSFORMING THE BUSINESS I	3	School of Advanced Studies	This course requires the learner to integrate all previous learning by identifying and solving organizational problems as a member of an interdisciplinary team. The learner may be joined by doctoral candidates from other disciplines to consider a set of circumstances, define the problem, research the alternative solutions, applying the most appropriate methodology, and construct the best solution that optimizes the needs of the relevant stakeholders. The outcome of this course may be delivered in Transforming the Business II.

BUS 732	TRANSFORMING THE BUSINESS II	3	School of Advanced Studies	This course requires the learner to integrate all previous learning by identifying and solving organizational problems as a member of an interdisciplinary team. The learner may be joined by doctoral candidates from other disciplines to consider a set of circumstances, define the problem, research the alternative solutions, applying the most appropriate methodology, and construct the best solution that optimizes the needs of the relevant stakeholders. The outcome of this course may be a continuation of Transforming the Business I.
BUS 733	TRANSFORMING THE BUSINESS	3	School of Advanced Studies	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.
CAP GM591	CASES IN CROSS-BORDER MANAGEMENT	3	School of Business	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.
CBSTP 1015	CBEST TEST PREPARATION - MATHEMATICS	1	College of Education	In this course, participants review the math concepts and topics found on the CBEST I® Mathematics exam. Participants practice working timed math problems by hand, quickly and correctly. Additionally, opportunities to determine personal strategies for successful test-taking are provided. Participants receive information on testing strategies, vocabulary, formulas, and other subject-specific information required in the following domains: -Skill Factor I: Estimation, Measurement, & Statistical Principles - Skill Factor II: Computation & Problem Solving - Skill Factor III: Numerical & Graphic Relationships Opportunities to take practice tests, to review test questions by analyzing both correct and incorrect answers, and to use the information gathered from analysis and practice assessments help students prepare for the exam.

CBSTP 1025	CBEST TEST PREPARATION - READING AND WRITING	1	College of Education	This course supports students seeking CBEST certification in the areas of reading and writing. Participants learn test-taking strategies, stress reduction techniques, and information required for the following CBEST exams: Reading Writing Opportunities to take practice tests, to review test questions by analyzing both correct and incorrect answers, and to use the information gathered from analysis and practice assessments help students prepare for the exam.
CCMH 504	INDIVIDUAL AND FAMILY DEVELOPMENT ACROSS THE LIFE SPAN	3	College of Social Sciences	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture.
CCMH 504C	INDIVIDUAL AND FAMILY DEVELOPMENT ACROSS THE LIFE SPAN	3	College of Social Sciences	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate clinical situations and assess potential therapeutic interventions in context.
CCMH 506	PERSONALITY THEORIES AND COUNSELING MODELS	3	College of Social Sciences	This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, and systems theory. A focus on evidence-based practices that incorporate cultural diversity issues with population-specific approaches is significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students have opportunities to establish a strong theoretical foundation as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are gender and culturally appropriate. Assessment and intervention for emergency crisis is introduced.

CCMH 510	MULTI-CULTURAL ISSUES IN MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical mental limitations, social class, etc.
CCMH 510CA	MULTICULTURAL ISSUES IN MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Special focus is given to populations in the state of California. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical mental limitations, social class, etc.
CCMH 511	FUNDAMENTAL COUNSELING SKILLS	3	College of Social Sciences	This introductory counseling skills course introduces students to fundamental helping skills. Students will develop a range of basic communication patterns to facilitate a healthy therapeutic relationship between counselor and client. Students learn counseling and communication skills such as, attending behaviors, eliciting, structuring, and summarizing.
CCMH 515	LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING	3	College of Social Sciences	This course covers the legal and ethical responsibilities of the counseling professional. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.

CCMH 515CA	LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING	3	College of Social Sciences	This course covers the legal and ethical responsibilities of the counseling professional with an emphasis on California law. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
CCMH 520	BIOLOGICAL BASIS OF BEHAVIOR PHYSIOLOGICAL ISSUES	3	College of Social Sciences	This course examines the biological foundations of human functioning in relationship to cognition, emotions and mental health. It includes an overview of neuro anatomy, biochemistry, and main effects and side effects of prescription psychotropic medication. The goal of the course is to learn how the underlying biological aspects of human functioning affect processes of adjustment and well-being relevant to client populations. There is special attention given to issues pertaining to those who are taking psychotropic medication and the need to monitor them for side effects and contraindications. Ethics and methods of working with medical personnel are included.
CCMH 521	PSYCHOPHARMACOLOGY BIOLOGICAL BASIS OF BEHAVIOR	3	College of Social Sciences	The goal of the course is twofold. It examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and also covers the many facets of human sexuality and the treatment of sexual dysfunctions. Topics include biological concepts of mental distress, principles of drug action and metabolism, the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Ethics and methods of working with medical personnel are included.
CCMH 522	PSYCHOPHARMACOLOGY	3	College of Social Sciences	The course examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and biological bases of human behavior in relation to cognition, emotions and mental health. Topics include an overview of neuroanatomy and biochemistry, biological concepts of mental distress, and principles of drug action and metabolism. Ethics, methods of working with medical personnel, and the effects of psychotropic medications on the family system are included.

CCMH 525	RESEARCH METHODS FOR MENTAL HEALTH COUNSELORS	3	College of Social Sciences	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.
CCMH 535	PSYCHOMETRICS	3	College of Social Sciences	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.
CCMH 540	CAREER AND VOCATIONAL COUNSELING	3	College of Social Sciences	This course provides the student with a comprehensive overview of vocational theory and career counseling. It includes the historical foundations of vocational theory and the relationship of these to skills and techniques utilized in career counseling and vocational development practices. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations found within the scope of community, mental health, and marriage and family counseling. Emphasis is placed on the examination of adults in transition and the nature of work in a changing world. Students develop competencies necessary to provide career and vocational counseling to clients across the lifespan.
CCMH 544	INTRODUCTION TO CLINICAL ASSESSMENT	3	College of Social Sciences	This course introduces students to models and tools of assessment and diagnosis for the purpose of developing competency in evaluation and treatment planning for professional counseling practice. Students learn about and practice intake assessment techniques, mental status examinations, using the Diagnostic and Statistical Manual of Mental Disorders (DSM), outcome-based treatment planning, and behavioral analysis. Emphasis is placed on writing clear, accurate, and useful assessments and treatment plans. Multicultural and ethical issues in assessment are also explored.

CCMH 547	BASIC CLINICAL ASSESSMENT AND PSYCHOMETRICS	3	College of Social Sciences	This course introduces students to models and tools of clinical assessment and diagnosis techniques, including tests and test reports used in counseling and behavioral analysis. Students use the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) to practice writing clear, accurate, and useful intake assessments, mental status examinations, and outcome-based treatment planning. Special focus is placed on psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results. Multicultural and ethical issues in assessment and psychometrics are also explored.
CCMH 548	PSYCHOPATHOLOGY: ADVANCED CLINICAL ASSESSMENT	3	College of Social Sciences	Students build on the skills gained in CCMH 544 (Introduction to Clinical Assessment), focusing on the more complex or problematic disorders with particular focus on personality disorders. Students enhance their skills by using the DSM for report-writing and treatment plan development. Emphasis is on accepted treatment approaches and outcome-based assessments; the development of critical thinking skills; and on multicultural, legal, and ethical issues.
CCMH 551	INDIVIDUAL COUNSELING	3	College of Social Sciences	This course focuses on intensive skill building in individual counseling. The relationship between assessment, theory, application of strategy and intervention, setting goals with clients, closure, and referral are emphasized as essential to the counseling environment. Emphasis is also placed on treatment plans, ethics, and cultural diversity.
CCMH 558	CRISIS INTERVENTION AND TRAUMA	3	College of Social Sciences	This course provides students with an in-depth evaluation of crisis and trauma counseling, including emergency and disaster situations. Students examine crisis theory, methods of crisis response, psychological effects associated with trauma, assessment strategies, and intervention models. Students analyze theoretical approaches as they relate to crisis management and trauma counseling.

CCMH 561	DEPENDENCY AND ADDICTIONS	3	College of Social Sciences	This course addresses addiction concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with diverse populations
CCMH 565	FAMILY, COUPLE, AND CHILD COUNSELING	3	College of Social Sciences	This course is an overview of models in the intervention and treatment of children, adolescents, and families. Students contrast fundamental assumptions of systems theory with intrapsychic theories; address integrative approaches to assessment and diagnosis in family therapy; and explore systemic approaches to treatment of issues common to families and children in clinical settings.
CCMH 568	GROUP COUNSELING	3	College of Social Sciences	This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, dynamics, norms and boundaries, leadership styles, leading and co-leading, and treatment plans. Confidentiality, selection procedures, ethics, and diversity are included as key components of effective group counseling practice.
CCMH 578	SEMINAR CLINICAL MENTAL HEALTH	3	College of Social Sciences	This course integrates mental health foundations with historical, philosophical and contextual dimensions of clinical mental health counseling practice, and reviews the trends in both the knowledge and skills necessary to practice clinical mental health counseling. Additionally, this course explores current national and local issues relevant to the practice of mental health counseling. Community resources and professional networks are explored as a means of demonstrating the integration of the profession in a social context. Issues surrounding the need for ongoing professional identity development, including membership in professional organizations, are examined as a strategy for counselor involvement in advocacy processes. Students will investigate professional roles, functions, and relationships with other human services providers. Additionally, application of counseling models for diverse needs and settings, including crisis and trauma, are investigated in-depth.

CCMH 581	SUPERVISION MANAGEMENT IN CLINICAL MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course is an overview of supervision and management as they relate to the practice of counseling. Models of supervision and counselor development, supervision and management processes, assessment and evaluation issues, and ethical and legal aspects of supervision are emphasized. Students explore their skills in management, supervision, and consultation, particularly as they relate to recent changes in the mental health care delivery system.
CCMH 585	COMMUNITY COUNSELING	3	College of Social Sciences	This course examines principles, theories, and practices of community counseling and interventions. Topics include needs assessment, design and utilization of programs and facilities for inpatient, outpatient, partial treatment, and aftercare, as well as the utilization of the public and private mental health counseling services networks in local communities. Other topics addressed include community-based strategies for crisis intervention, interdisciplinary community outreach, and trauma counseling. Related ethical practice is integrated.
CCMH 592	PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.
CCMH 592O	ORIENT TO PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING	0	College of Social Sciences	This course is an orientation to the practicum and internship.

CCMH 597A	INTERNSHIP A	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CCMH 597B	INTERNSHIP B	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CCMH 597C	INTERNSHIP C	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CCSS 500	OVERVIEW OF COMMON CORE	3	College of Education	This course focuses on the foundations and future of the Common Core State Standards (CCSS) in educational settings. Participants examine strategies for administrators and teachers that promote P-12 student progress and student success in higher education and careers. Special attention is given to issues surrounding the implementation and assessment of CCSS at the local level.

CDC 100	DEVELOPING YOUR PLANS FOR CAREER SUCCESS	3	College of Humanities and Sciences	This course focuses on essential tools, skills, and strategies to be effective in one's career. The course will assist students in refining their career goals and developing a career plan.
CDC 200	CAREER STRATEGIES FOR EMPLOYMENT AND ADVANCEMENT	3	College of Humanities and Sciences	This course provides students with strategies that will improve their knowledge and skills in the areas of job searching, being successful on the job, and pursuing career advancement.
CEM 300	MANAGING THE CUSTOMER EXPERIENCE	3	School of Business	This course offers an understanding of different business models that focus on the customer experience, deliberate customer service strategies, and customer rewards systems. Topics will include reputation management and the benefits of proactive customer service management programs. The customer experience can be examined through identifying the customer, acknowledging their needs and desires, embracing consumer behavior, and implementing managing systems that lead to customer retention. Students will become familiar with the evolution of customer care and shifts from the business structure to how a business delivers. Additional emphasis will be placed on new technologies, the social customer, and social media management and marketing.
CHM 109	INTRODUCTORY CHEMISTRY	3	College of Humanities and Sciences	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 110	INTRODUCTORY CHEMISTRY	3	College of Humanities and Sciences	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 150	GENERAL CHEMISTRY I	4	College of Humanities and Sciences	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	GENERAL CHEMISTRY II	4	College of Humanities and Sciences	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.
CIS 105	SURVEY OF COMPUTER INFORMATION SYSTEMS	3	College of Information Systems and Technology	This course presents an overview of the various technologies imbedded in every aspect of society. Students gain a basic understanding of how a computer functions as a single unit, in a network, and as a connection to the Internet. Other topics include security issues and the use of productivity software, such as word processing, spreadsheets, and presentation applications. The course also addresses social and ethical issues related to using computers.

CIS 207	INFORMATION SYSTEMS FUNDAMENTALS	3	College of Information Systems and Technology	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	OFFICE SOFTWARE SUPPORT FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to the support fundamentals of desktop software, including word processor, spreadsheet, presentation, and personal information management (e-mail, calendar, contact management, and web browsing) applications.
CIS 290	PERSONAL COMPUTER HARDWARE SUPPORT	3	College of Information Systems and Technology	This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.
CIS 292	PERSONAL COMPUTER OS SUPPORT	3	College of Information Systems and Technology	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	PERSONAL COMPUTER CUSTOMER SUPPORT	3	College of Information Systems and Technology	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 non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers.
CIS 296	COMPUTER SYSTEMS MAINTENANCE	3	College of Information Systems and Technology	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.
CIS 298	HEALTHCARE IT	3	College of Information Systems and Technology	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.
CIS 532	INFORMATION SYSTEMS LEADERSHIP	3	College of Information Systems and Technology	The Information Systems Leadership course provides an opportunity for a student to explore the role of senior level Information systems executives, these titles range from IT director, VP of technology, and CIO as well as functional titles. Their duties often encompass responsibility for the overall direction for technology through strategic planning and evaluation. This course addresses numerous skills that can help Information Systems leaders excel within their unique roles in the organization.

CIS 568	INFORMATION SYSTEMS CONCEPTS	3	College of Information Systems and Technology	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.
CIT 245	LOCAL AREA NETWORKING FUNDAMENTALS	3	College of Information Systems and Technology	This course addresses the fundamentals of local area network (LAN) and provides the basic networking components and their functions. The OSI model is introduced and the TCP IP protocol stack and its layers are examined. Students learn how to install, operate, configure, and verify a basic IPv4 network, including implementing IPv4 addressing, configuring a LAN switch, configuring an IP router, and troubleshooting common LAN switch issues.
CIT 249	WIDE AREA NETWORK ENVIRONMENT	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to design, build, and maintain routing and switching technologies. Students learn routing and switching operations, including implementing VLANs and trunking, implementing and troubleshooting single-area open shortest path first (OSPF) routing protocol and introduce IPv6 main features, addresses and basic configuration. Advanced IP services are described such as applying and troubleshooting access control lists (ACLs) and managing IP address space using network address translation (NAT) and port address translation (PAT).
CIT 274	ROUTING AND SWITCHING IMPLEMENTATIONS	3	College of Information Systems and Technology	This course describes implementing scalable medium-sized switched and routed networks. Students learn to build and improve redundant networks using spanning tree protocol (STP) and EtherChannel, implement and troubleshoot EIGRP and multi-area OSPF routing protocols, and troubleshoot IPv6 network connectivity issues.

CIT 276	ROUTING AND SWITCHING MANAGEMENT	3	College of Information Systems and Technology	This course provides the knowledge and skills necessary for routing and switching management. Topics include extending local area network (LAN) into a wide area network (WAN), virtual private network (VPN) solutions, and frame relay connectivity. Students learn network device, IOS file and licensing management.
CIT 277	WEBSITE DEVELOPMENT FOUNDATIONS	3	College of Information Systems and Technology	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	INTERNET BUSINESS CONCEPTS	3	College of Information Systems and Technology	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	NETWORK TECHNOLOGY FOUNDATIONS	3	College of Information Systems and Technology	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.

CJ 230	INTRODUCTION TO CORRECTIONS	3	College of Criminal Justice and Security	This course is an introduction to the sanctions and consequences phase of the criminal justice system. It provides an overview of corrections, including the persons, agencies, and organizations that manage convicted offenders.
CJ 240	INTRODUCTION TO JUVENILE JUSTICE	3	College of Criminal Justice and Security	This course is a general orientation to the field of juvenile justice. It introduces students to issues of juvenile delinquency, prevention, apprehension, detention, and referral.
CJ 250	INTRODUCTION TO SECURITY	3	College of Criminal Justice and Security	This course will provide a general overview of contemporary security practices and programs.
CJA 204	INTRODUCTION TO CRIMINAL JUSTICE	3	College of Criminal Justice and Security	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 POLICE THEORY AND PRACTICES	3	College of Criminal Justice and Security	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	3	College of Criminal Justice and Security	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	3	College of Criminal Justice and Security	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 303	FOUNDATIONS OF CRIMINAL JUSTICE	3	College of Criminal Justice and Security	A survey of the criminal justice system, including the agencies and processes involved in administration of criminal justice. This course provides an overview of police, prosecution, courts, and the correctional system. The problems of the administration of justice in a democratic society are discussed.

CJA 304	INTERPERSONAL COMMUNICATIONS	3	College of Criminal Justice and Security	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 305	CRIMINAL LAW	3	College of Criminal Justice and Security	This course is an introduction to 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 and the way criminal law impacts crime victims are also discussed.
CJA 313	CONTEMPORARY ISSUES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course explores developments and changes in the practice of criminal justice brought about by the war on terrorism, as well as rapid technological change, and other social dynamics. Specific topics include: homeland security, the police response to terrorism, police accountability, racial profiling, and the expanded participation of the community in ensuring public safety. Students also learn about how technology has altered the way crimes are committed as well as the ways that law enforcement and the communities they serve confront the problem and address emerging public safety issues.
CJA 314	CRIMINOLOGY	3	College of Criminal Justice and Security	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 315	CRIMINAL PROCEDURE	3	College of Criminal Justice and Security	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; and 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 examining homeland security issues.
CJA 323	CRIMINOLOGY	3	College of Criminal Justice and Security	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 criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.
CJA 324	ETHICS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	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 325	CRIMINAL ORGANIZATIONS	3	College of Criminal Justice and Security	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 333	POLICING THEORY AND PRACTICE	3	College of Criminal Justice and Security	This course reviews the structure and function of law enforcement agencies in the United States at the state, local, and federal levels. Differences between levels, as well as current issues and problems facing law enforcement administrators are emphasized.
CJA 334	RESEARCH METHODS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	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 335	RESEARCH STATISTICS	3	College of Criminal Justice and Security	Students learn to perform introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis and demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze and critique the use of statistics in research published by criminal justice researchers.
CJA 343	CRIMINAL LAW	3	College of Criminal Justice and Security	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 344	CULTURAL DIVERSITY ISSUES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	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 345	RESEARCH METHODS AND EVALUATION	3	College of Criminal Justice and Security	Students learn and demonstrate knowledge of research methodology including problem formulation, design, data collection and analysis, interpreting and summarizing research findings while exploring the range and scope of research and evaluation tools available to the criminal justice professional. Students also analyze and critique criminal justice program and service evaluations published by criminal justice research professionals.
CJA 353	CRIMINAL PROCEDURE	3	College of Criminal Justice and Security	This course explores basic investigative principles, search of crime or accident scenes; questioning witnesses, suspects, and victims of crimes; collecting and preserving evidence; information sources and research methods; surveillance techniques; safe handling of hazardous materials; rules of evidence governing admissibility of physical evidence; and testifying in court.
CJA 354	CRIMINAL LAW	3	College of Criminal Justice and Security	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 355	GRANT WRITING	3	College of Criminal Justice and Security	This course explores the basics of grant and proposal writing for criminal justice programs and agencies, from needs assessment to finding federal, state, and private funding. Students will practice program design and evaluation, research various grant application components and requirements, and identify funding sources and suggestions to develop successful grant proposals.
CJA 363	INTERPERSONAL COMMUNICATION	3	College of Criminal Justice and Security	This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting, written reports and memos, and interpersonal verbal communication with victims, suspects, and civilians.
CJA 365	BUDGET, FINANCE, AND PLANNING	3	College of Criminal Justice and Security	This course explores public sector revenue sources, allocation of funds, governance, public stewardship, responsible economic policies, debt, and the requirement for accurate and complete reporting. Various budgetary approaches used in federal, state, and local agencies are analyzed.
CJA 373	CRIMINAL COURT SYSTEMS	3	College of Criminal Justice and Security	An overview of American court history, including the development of state and federal courts. Court administration, the roles of professional and nonprofessional courtroom participants, and stages in the process are discussed.

CJA 374	JUVENILE JUSTICE SYSTEMS AND PROCESSES	3	College of Criminal Justice and Security	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 375	INTERAGENCY COMMUNICATION	3	College of Criminal Justice and Security	This course explores the relationships across all internal and external areas and levels of government regarding effective emergency management. Students examine the required planning, response, recovery, and mitigation components that government agencies must consider. Network management theories, inter- organizational communication, and potential collaboration models are explored.
CJA 383	INSTITUTIONAL AND COMMUNITY CORRECTIONS	3	College of Criminal Justice and Security	An introduction to the various aspects of the corrections system. The historical development of corrections is discussed, along with the goals of criminal sentencing, jails, prisons, alternative sentencing, prisoner rights, rehabilitation, and parole and probation.
CJA 385	CRIMINAL JUSTICE POLICY ANALYSIS & PROGRAM EVALUATION	3	College of Criminal Justice and Security	Students learn and demonstrate knowledge of models and operational strategies used to develop and evaluate criminal justice policies and programs including issue identification, development of alternative solutions and strategies, and predicting the potential impact of justice system policy alternatives and programs. Students also analyze and critique criminal justice policy and program evaluations published by criminal justice research professionals.

CJA 393	CRIMINAL ORGANIZATIONS	3	College of Criminal Justice and Security	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	CONTEMPORARY ISSUES AND FUTURES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	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.
CJA 395	CURRENT ISSUES FUTURES IN CRIMINAL JUSTICE MANAGEMENT	3	College of Criminal Justice and Security	This course examines both the principle issues in contemporary criminal justice management as well as the extrapolation of such issues toward possible futures within the criminal justice management field. Students will focus on relevant research in policing, courts, and corrections that reflect key elements of current conditions and what may be expected in the years to come that will be important to criminal justice administrators. 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.
CJA 403	JUVENILE JUSTICE SYSTEMS AND PROCESSES	3	College of Criminal Justice and Security	A general orientation to the field of juvenile delinquency, including causation and the development of 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 functions of juvenile courts.

CJA 404	CRIMINAL JUSTICE AND SECURITY FIELD EXPERIENCE SEMINAR	3	College of Criminal Justice and Security	During the Criminal Justice and Security Field Experience Seminar, Criminal Justice majors will have the opportunity to apply the knowledge and skills they have gained through academic coursework in a practical setting and to gain exposure and a greater understanding of the criminal justice system. Students will choose an agency that will provide them with experiences relevant to the field of criminal justice. The time is spent in this course will consist of completing academic and field experience goals within an agency setting.
CJA 413	ETHICS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	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 roles of professional organizations and agencies, ethics and community relations, and civil liability in law enforcement and correctional environments.
CJA 423	CULTURAL DIVERSITY IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course prepares the student for conducting and managing law enforcement in a pluralistic society. It provides a basis for tolerance and better law enforcement through the understanding of the history, law and public opinion relating to conducting police operations in a culturally diverse environment.
CJA 433	RESEARCH METHODS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	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 443	ORGANIZATIONAL BEHAVIOR AND MANAGEMENT	3	College of Criminal Justice and Security	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	ORGANIZATIONAL BEHAVIOR AND MANAGEMENT	3	College of Criminal Justice and Security	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 453	CRIMINAL JUSTICE ADMINISTRATION	3	College of Criminal Justice and Security	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 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 454	CRIMINAL JUSTICE MANAGEMENT THEORY AND PRACTICE	3	College of Criminal Justice and Security	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 463	CRIMINAL JUSTICE POLICY ANALYSIS	3	College of Criminal Justice and Security	This course examines the history of federal- and state-level crime control initiatives and explores the development of effective anticrime policies. The analysis of contemporary crime control policy is included.
CJA 473	MANAGING CRIMINAL JUSTICE PERSONNEL	3	College of Criminal Justice and Security	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 474	MANAGING CRIMINAL JUSTICE PERSONNEL	3	College of Criminal Justice and Security	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 475	FORECASTING AND STRATEGIC PLANNING	3	College of Criminal Justice and Security	This course provides pre- or in-service administrators managers the knowledge, skills and tools necessary to consider the long-term mission and direction of various criminal justice agencies and to build strategy and operations from both internal and external stakeholders to achieve identified mission goals. Students consider strategic planning as a process and method for implementing effective strategic management. Students receive a high-level overview of data collection and analysis methods for strategic planning that provide the ability to develop long-term solutions to continually evolving organizational challenges. Students explore long-term strategic management options, and how to use that information in planning, decision making, and developing strategies for more efficient organizational management of operations and programs.

CJA 483	FUTURES OF CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines possible criminal justice futures. Issues that police, corrections, and courts are likely to confront in the 21st century and beyond will be researched and discussed, along with established predictive techniques in the field of futures research. This is a capstone course requiring students to apply all they have learned throughout the program to the issues that will define possible criminal justice futures.
CJA 484	CRIMINAL JUSTICE ADMINISTRATION CAPSTONE	3	College of Criminal Justice and Security	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 490	SURVEY OF CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course is a survey which explores the organizational differences and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies; and the related processes involved in the criminal justice system. It surveys the historical aspects of the police, the courts, and the correctional system, as well as explains the foundational relevance of these components to the overall functioning of the criminal justice system. Additionally, special issues and challenges faced by each of these areas will be considered.
CJA 491	SURVEY OF CRIMINAL COURT SYSTEMS	3	College of Criminal Justice and Security	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	SURVEY OF CORRECTIONAL PROCESSES AND PENAL SYSTEMS	3	College of Criminal Justice and Security	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 rehabilitations of prisoners. The course ends with international perspectives of imprisonment and global correctional systems.
CJA 495	FIELD EXPERIENCE	3	College of Criminal Justice and Security	In the Criminal Justice and Security Field Experience course, students gain exposure to and a greater understanding of the criminal justice or security systems in their assigned fields. Criminal Justice and Security majors have the opportunity to apply the knowledge and skills they have gained through academic coursework in a practical setting and to obtain additional knowledge and skills in preparation for professional work. Students are required to choose an agency field experience site that is relevant to their field of criminal justice or security and participate in related activities to gain pertinent experience to their field. Time in this course is spent completing the field experience goals and related outcomes, which are accomplished individually at each student's field experience site.
CJA 495A	FIELD EXPERIENCE ORIENTATION	0	College of Criminal Justice and Security	This course is designed to provide an orientation to the BSCJA Field Experience course, CJA 495. Students are introduced to the documents that must be completed before entering the field experience course. Students also learn how to locate a Criminal Justice and Security field experience agency.
CJA 520	MANAGEMENT OF INSTITUTIONAL RISK	3	College of Criminal Justice and Security	This course will help the student understand the various element of risk in justice and security organizations. Topics will focus on legal risks regarding, EEO, ADEA, ADA, FMLA, FLSA, OSHA, IFC, and workers' compensation.

CJA 560	CRITICAL INCIDENT MANAGEMENT	3	College of Criminal Justice and Security	This course provides an overview of the critical incident management process, covering a variety of events that impact justice and security organization. This course will discuss planning, prevention, response and post-incident management, as well as inter-agency coordination.
CJHS 395	ISSUES AND FUTURES IN HUMAN SERVICES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines both the principle issues in contemporary human services in the criminal justice system as well as the extrapolation of such issues toward possible futures within human services in the criminal justice field. Students will focus on relevant research that reflects key elements of current conditions and what may be expected in the years to come. Such research will reflect case management, mental health care, crisis and trauma situations, and legal requirements affecting children and families as they relate to policing, courts, and corrections; the main components of the criminal justice system. 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 human services in the criminal justice system as addressed by criminal justice administration.
CJHS 400	THEORY AND PRACTICE: HUMAN SERVICES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	Students explore major theoretical areas in human services, including psychotherapeutic, behavioral, cognitive, multicultural, and systems theories. Students learn the foundational concepts associated with the major theories, approaches to change, and techniques and interventions used by practitioners. This course emphasizes the development of a personal theory and approach to human services within criminal justice. In addition, students analyze the practical applications of theory-based techniques that criminal justice and human services professionals use while working in the criminal justice system.
CJHS 410	MENTAL HEALTH AND CRISIS INTERVENTIONS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	Students learn about human services delivery, crisis intervention, and mental health services within the criminal justice system. Students explore the skills associated with crisis intervention and mental health services and how they are applied in the field. Strategies for providing services to various populations in the criminal justice system also are examined.

CJHS 420	CASE MANAGEMENT AND SERVICES PROVIDED IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course covers principles, practices, and issues in case management. Students learn about the nature of diagnoses, basic interviewing skills, and how to identify treatment resources in the criminal justice system. Ethics and professional boundaries in case management are also examined.
CJHS 430	COLLABORATIVE SERVICES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines the collaboration between human service professionals and those working in the criminal justice system. Students analyze the roles of mediator, advocate, and agency representatives to include forensic evaluation. Overcoming barriers to effective service delivery through the use of collaboration is also considered.
CJIH 400	HEALTH CARE DELIVERY IN CRIMINAL JUSTICE SYSTEMS	3	College of Criminal Justice and Security	This course examines the various ways health care is administered and delivered within criminal justice systems. Students review the evolution of the United States health care system and examine its various functions, provider models, and service delivery systems. Private, public, and criminal justice-based health care sectors are contrasted including ambulatory, acute, mental, and long-term care. Students also consider financial aspects that influence health care delivery and quality.
CJIH 410	COMMON DISEASE PROCESSES IN CRIMINAL JUSTICE SYSTEMS	3	College of Criminal Justice and Security	This course reviews disease processes and trends commonly encountered in criminal justice systems. Students review potential bloodborne pathogens and their transmission. Various methods of protection are also discussed.

CJIH 420	HEALTH CARE LEGAL ISSUES IN CRIMINAL JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course examines various legal issues, laws, regulations, and policies that affect health care administration and criminal justice systems. Topics range from patient rights to corporate responsibility and focus on laws relevant to the criminal justice and security professional in a health care setting. Students examine specific health care litigation and the impact of public and private health care regulatory agencies on the operation of health care as a business.
CJIH 430	FORENSIC HEALTH CARE POLICY: THE PAST AND THE FUTURE	3	College of Criminal Justice and Security	This course examines complex public policy issues affecting various forensic populations that must receive health care while under the control or custody of various governmental agencies. Students examine the role of political and economic theory, the role of interest groups, and the need for security in medical settings. Students also discuss historical trends and consider future challenges that forensic populations will face in health care delivery.
CJS 200	FOUNDATIONS OF THE CRIMINAL JUSTICE SYSTEM	3	College of Criminal Justice and Security	This course is an introduction to the foundational elements of the criminal justice system. Students will begin to 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, their impact, and their roles in our society. Other topics include crime causation, terrorism.
CJS 201	INTRODUCTION TO CRIMINAL JUSTICE	3	College of Criminal Justice and Security	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 and philosophical 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.

CJS 205	COMPOSITION FOR COMMUNICATION IN THE CRIMINAL JUSTICE SYSTEM	3	College of Criminal Justice and Security	This course prepares students to communicate effectively in both verbal and nonverbal forms. Students explore best practices of investigative reporting and composing written communications, such as administrative reports and memos, interpreting and using body language, and interpersonal interactions within criminal justice settings. This includes interactions with victims, suspects, incarcerated persons, as well as government officials, staff, and civilians.
CJS 210	FUNDAMENTALS OF POLICING	3	College of Criminal Justice and Security	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 structure of police departments. This course will also discuss 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 211	ETHICS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course explores the standards and codes of professional responsibility in criminal justice professions. It also explores ethical dilemmas, professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil responsibility in law enforcement and correctional environments.
CJS 215	INTRODUCTION TO FORENSICS	3	College of Criminal Justice and Security	This course provides an introduction to forensic science. This survey course is developed specifically for non-science majors to familiarize them with the different forensic science disciplines, the types of examinations crime laboratories conduct, and how forensic science is applied in current American criminal justice systems. Students gain a basic understanding of the principles of science, specifically the scientific method and its application.

CJS 220	INTRODUCTION TO CRIMINAL COURT SYSTEM	3	College of Criminal Justice and Security	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 221	CULTURAL DIVERSITY IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	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.
CJS 225	CRITICAL THINKING IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course introduces the topics of critical and creative thinking. This overview course defines and differentiates the two topics, and helps students explore how personal beliefs are formed and evaluated. Special attention is placed on how critical and creative thinking are used to create solutions to problems encountered by criminal justice and security personnel.
CJS 230	INTRODUCTION TO CORRECTIONS	3	College of Criminal Justice and Security	This course is an introduction 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 231	CRIMINOLOGY	3	College of Criminal Justice and Security	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.
CJS 235	VICTIMOLOGY	3	College of Criminal Justice and Security	This course introduces students to the topic of victimology, the scientific study of victims, and an overview of current theory, research, and trends within the context of specific victimization types. Specific crime types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services are also examined.
CJS 240	INTRODUCTION TO JUVENILE JUSTICE	3	College of Criminal Justice and Security	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 explanations for delinquent behavior. Students will study factors related to delinquency and or prevention including gender, family, peers, school, and drug use. This course will also familiarize students with the evolution of juvenile justice and the roles of the police with juvenile offenders. Additionally, students will develop an understanding of the juvenile court process, as well as juvenile detention, restitution, and treatment.
CJS 241	INTRODUCTION TO POLICE THEORY AND PRACTICES	3	College of Criminal Justice and Security	This course provides an overview of policing theories and practices used in United States law enforcement systems. 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.

CJS 245	JUVENILE JUSTICE SYSTEMS AND PROCESSES	3	College of Criminal Justice and Security	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.
CJS 250	INTRODUCTION TO SECURITY	3	College of Criminal Justice and 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.
CJS 251	INTRODUCTION TO CRIMINAL COURT SYSTEMS	3	College of Criminal Justice and Security	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.
CJS 255	INTRODUCTION TO CORRECTIONS	3	College of Criminal Justice and Security	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.

CJSX 250	INTRODUCTION TO SECURITY	3	College of Criminal Justice and 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.
CLIN 400C	UNDERGRADUATE CLINICAL	0	College of Health Sciences and Nursing	This is a non-credit bearing course for the faculty schedulers to use to track faculty supervision of student clinical courses. This course will not be used for students.
CMC 220	INFORMATION PRODUCTS AND PRESENTATIONS	3	College of Humanities and Sciences	News is presented differently for print, web, and broadcast delivery. This course covers the practical functions of reporting, writing, editing, and designing for those domains. It examines conventions within the culture of journalism and critiques various media from the viewpoint of both the producer and the consumer. Students continue to investigate the affect of news on individuals and society, and to explore career opportunities. This course requires a microphone and speakers or headphones for recording and listening to digital audio files. Students download free QualComm Pure Voice® software for recording audio files.
CMC 230	COMMUNICATION PROCESSES: YOU'RE A FINE ONE TO TALK	3	College of Humanities and Sciences	In business, the most successful communication process entails what is appropriate and effective for all parties involved so that each can benefit from the outcome. This course prepares students to optimize their relationships within situations of information exchange by analyzing different aspects of message delivery, accommodating cultural as well as situational contexts, and managing control and conflict. It addresses interpersonal communication, small groups, organizational cooperation, public speaking, and mass communication channels, with frequent self-assessment activities.

CMC 240	INFORMATION STRATEGIES: PUTTING 2 AND 2 TOGETHER	3	College of Humanities and Sciences	Effective communication strategies require effective information strategies. This course focuses on the gathering, analysis, synthesis, and evaluation that comprise information literacy as a standard of modern problem solving. Students will 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. They will furthermore do this with an eye toward social responsibility and professional ethics.
CMC 250	INFORMATION SOURCES: WHERE IT'S AT	3	College of Humanities and Sciences	Finding information can be a journalistic challenge, whether it's an investigative project or a routine report. This course reviews the contribution of primary versus secondary sources, the basics of computer-assisted reporting, international resources, and tools for locating people and documents. Special emphasis is given to tracking information within healthcare, non- profit agencies, the world of the disadvantaged, and each branch of the government.
CMC 260	COMMUNICATION VARIETY: THE SPICE OF LIFE	3	College of Humanities and Sciences	The field of communications underlies virtually every aspect of today's increasing global interdependence. This course addresses how customs, values, and societal systems generate expectations - often tacit - about how communication should occur, and problems - often misunderstood - about how communication is occurring. Students develop greater sensitivity to intercultural and intracultural differences to foster effective information exchange and develop mutually satisfying communication solutions.
CMGT 230	FUNDAMENTALS OF SSCP	3	College of Information Systems and Technology	This course introduces the basics of systems security. Emphasis is placed on access controls, networking, auditing, security operations, and malicious code activity. This course is aligned to the Systems Security Certified Practitioner (SSCP) exam.

CMGT 232	FUNDAMENTALS OF CYBER SECURITY AND CRYPTOGRAPHY	3	College of Information Systems and Technology	This course introduces the basics of cyber security and cryptography encryption concepts. This course will provide an overview of the various security and encryption methods used in today's information technology and communication environments.
CMGT 245	IS SECURITY CONCEPTS	3	College of Information Systems and Technology	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.
CMGT 400	INTRO TO INFORMATION ASSURANCE & SECURITY	3	College of Information Systems and Technology	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.
CMGT 410	PROJECT PLANNING AND IMPLEMENTATION	3	College of Information Systems and Technology	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 413	APPLICATION ACQUISITION AND SOURCING	3	College of Information Systems and Technology	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.
CMGT 420	INTEGRATED PROJECT MANAGEMENT	3	College of Information Systems and Technology	This course helps to prepare students for the Project Management Institute (PMI®) (CAPM®) certification exam. It covers the Project Management Framework, a set of standard terminology and guidelines for project management, and the knowledge areas in managing projects.
CMGT 430	ENTERPRISE SECURITY	3	College of Information Systems and Technology	This course covers the managerial and technical considerations related to access controls, authentication, external attacks and other risk areas facing the enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well the concepts for protecting the hardware and software assets of the enterprise.
CMGT 431	INFORMATION SYSTEMS SECURITY	3	College of Information Systems and Technology	This course introduces students to the concepts of information systems security within the framework of the major security certification, the Certified Information Systems Security Professional (CISSP). It provides an overview of each of the CISSP's ten domains and prepares students for more detailed work in the subsequent program courses. Those domains include Access Controls; Application Security; Business Continuity and Disaster Recovery; Cryptography; Information Security and Risk Management; Legal, Regulations, Compliance, and Investigation; Security Architecture and Design, Telecommunications and Network Security.

CMGT 432	INTRODUCTION TO CRYPTOGRAPHY	3	College of Information Systems and Technology	This course introduces cryptography and encryption concepts and how they are applied in real-world situations in order to implement strong and reliable security safeguards. This course will survey the various cryptography and encryption methods used in today's information technology and communications environments as well as to review the considerations for selecting commercial products that support encryption technology.
CMGT 433	CYBER SECURITY	3	College of Information Systems and Technology	This course explores the evolution from information security to cyber security, policy and cyber security development and the relationships between business and public private sector organizations in meeting the challenges of cyber security threats. Students will be introduced to the legal and regulatory requirements for internal network and internet security both as they apply to business and personal use. Vulnerabilities of both the organization and the individual will be reviewed as well as the processes and controls for mitigating cyber security threats. The need for an IT audit will also be explored as part of the vulnerability mitigation process as well as the need for development of an organization-wide cyber security policy.
CMGT 442	INFORMATION SYSTEMS RISK MANAGEMENT	3	College of Information Systems and Technology	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 445	APPLICATION IMPLEMENTATION	3	College of Information Systems and Technology	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.

CMGT 554	IT INFRASTRUCTURE	3	College of Information Systems and Technology	This course focuses on the managerial level of knowledge and terminology for telecommunications and computer networks. This course covers the concepts and application of the internet; server and storage architectures; and regulatory considerations.
CMGT 555	SYSTEMS ANALYSIS AND DEVELOPMENT	3	College of Information Systems and Technology	This course explores the framework and strategy for creating an environment to develop and engineer software according to the business needs of an organization. The course teaches the techniques of software engineering while focusing on the quality and development and the support of business objectives during the software engineering process.
CMGT 556	ENTERPRISE MODELS	3	College of Information Systems and Technology	This course provides a process view of the organization from several perspectives including enterprise resource planning (ERP), supply chain management (SCM), and customer relationship management (CRM) system.
CMGT 557	EMERGING TECHNOLOGIES & ISSUES	3	College of Information Systems and Technology	The course examines how to identify emerging technology, the related issues and their potential impact on the organization. This examination provides an understanding of both the technical and managerial issues including the strategic implications associated with emerging technologies.

CMGT 575	CIS PROJECT MANAGEMENT	3	College of Information Systems and Technology	This course will provide both theory and application of the skills required for Project Management. Topics covered will include: identifying deliverables, determining work break-down structure, estimating resource and cost requirements, resource management, scheduling techniques, schedule control methods, PERT and Gantt charts. MS Project, a project management application, will be used extensively at this course.
CMGT 578	CIS STRATEGIC PLANNING	3	College of Information Systems and Technology	This course provides the knowledge and skills to develop effective short, intermediate and long-range strategic information technology plans. Course topics include the need and responsibilities of an information technology steering committee, the relationship of information technology planning to the overall organizational mission, goals, and assessment of the organizations current state, determination of information technology, project and management requirements, and means of prioritizing and selecting information technology projects.
CMGT 582	SECURITY & ETHICS	3	College of Information Systems and Technology	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	IS INTEGRATION	3	College of Information Systems and Technology	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.

CMHC 551	HUMAN SEXUALITY AND SEX THERAPY	3	College of Social Sciences	The goal of this course is to learn about the many facets of human sexuality and the treatment of sexual dysfunctions in a safe and respectful environment. Topics include the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Clinical applications, including the treatment of sexual difficulty and dysfunction will also be explored. Students will develop familiarity with the language and terms of sexology and demonstrate an ability to apply this knowledge to clinical situations.
CMHC 571	SEMINAR IN MENTAL HEALTH COUNSELING	3	College of Social Sciences	The course will integrate mental health foundations and contextual dimensions, and provide students with the knowledge and skills necessary to practice mental health counseling. Current and locally relevant issues involved in the practice of mental health counseling are explored.
CMHC 597C	INTERNSHIP C	3	College of Social Sciences	Mental health counseling internship is a 900-hour clinical experience divided into three parts (A, B, and C), fifteen weeks each. Students are placed at a mental health counseling organization where they provide direct services under the authority of an approved site supervisor. In addition, students meet weekly to review their clinical work and to receive instruction on professional issues.
CNSL 500	ORIENTATION TO THE COUNSELING PROFESSION	0	College of Social Sciences	CNSL 500 is a 3-week orientation required for specified counseling program applicants. Students will explore the field of counseling and options for a career path to determine their readiness for entry into a graduate program in counseling. Students are required to take a career inventory to examine their interests and aptitude for acquiring the skills needed in the counseling professions. Students also begin to identify their personal motives for a career in the counseling field. Additional topics include orientation to University of Phoenix learning platforms, the online library, graduate-level writing expectations, and the broader idea of navigating graduate school and studies.

CNSL 502	GRADUATE PORTFOLIO I	0	College of Social Sciences	Portfolio I is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-workshop, 24-hour, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio I must be passed before a student may be admitted to any graduate counseling program in the College of Social Sciences.
CNSL 503R	RESIDENCY I	1	College of Social Sciences	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus is the last requirement for formal admission into the counseling program. The residency is experiential, with organized opportunities for students to observe, practice, and demonstrate fundamental counseling and helping skills. Topics in this course include counselor self-efficacy, oral and written communication skills, basic interviewing skills, application of counseling theory to counseling models and practice, and finally an evaluation of students' readiness to move forward in the program. (1 credit)
CNSL 506	PERSONALITY THEORIES AND COUNSELING MODELS	3	College of Social Sciences	This course is an introduction to primary models of personality theory and counseling practice, such as psychodynamic, affective, cognitive-behavioral, and systems. Students learn to recognize their own belief systems reflective of their personal style. Consideration is given to gender and culturally appropriate therapeutic models and interventions. 3 credits
CNSL 513R	RESIDENCY II	1	College of Social Sciences	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The 3-day in person residency provides an opportunity for students to observe, practice, and demonstrate competency in intermediate counseling skills. Topics include professional and personal development, oral communication skills, research methodologies, and sensitivity to diversity issues. Students will demonstrate intake, assessment, provisional diagnoses, and treatment planning abilities. Students also practice facilitation of group therapy and demonstrate skills in clinical case staffing. The core of this residency focuses on practicing group work theory and application in a variety of group therapy simulations. The capstone of the residency is staffing a clinical case and role play. (1 credit)

CNSL 516	LEGAL AND ETHICAL ISSUES IN COUNSELING	3	College of Social Sciences	This course covers the legal and ethical responsibilities of the counseling professional. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
CNSL 523R	RESIDENCY III	1	College of Social Sciences	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The final 3-day in person residency in the Clinical Mental Health Counseling online program focuses on advanced clinical counseling skills and competencies. This residency is used to determine the student's readiness for work with diverse populations during clinical placement in practicum and internship courses. Students demonstrate skills in case conceptualization, diagnosis and rationalization, treatment planning using evidence-based approaches, and cultural and career awareness. Additional counseling topics include crisis and trauma, professional orientation and identity, personal growth and self-care concepts, and completion of a scenario-based exam. (1 credit)
CNSL 526	INTRODUCTION TO CLINICAL ASSESSMENT AND DIAGNOSIS	3	College of Social Sciences	This course introduces students to models and tools of assessment and diagnosis for the purpose of developing competency in evaluation and treatment planning for professional counseling practice. Students learn about and practice intake assessment techniques, mental status examinations, using the most current diagnostic manual, outcome-based treatment planning, and behavioral analysis. Emphasis is placed on writing clear, accurate, and useful assessments and treatment plans. Multicultural and ethical issues in assessment are also explored.
CNSL 539	PSYCHOPATHOLOGY: ADVANCED CLINICAL ASSESSMENT	3	College of Social Sciences	Students build on the skills gained in CNSL 526 (Introduction to Clinical Assessment), focusing on the more complex or problematic disorders with particular focus on personality disorders. Students enhance their skills by using the current diagnostic manual used in the field for report-writing and treatment plan development. Emphasis is on accepted treatment approaches and outcome-based assessments; the development of critical thinking skills; and on multicultural, legal, and ethical issues.

CNSL 556	PORFOLIO II	0	College of Social Sciences	Portfolio II assists students in the process of integrating and evaluating their learning in the Master of Science in Counseling Program at this point in both academic and experiential studies. Portfolio II is an assessment process that requires students to draw from and integrate material from previous courses in the program and demonstrate the application of that learning both professionally and personally. Students must successfully pass all areas to move forward in the program.
CNSL 573	CRITICAL ANALYSIS IN RESEARCH	3	College of Social Sciences	This course is an overview of the fundamentals of research and program evaluation for counseling, family therapy, and school counseling. Topics include research methods, statistical analysis, and needs assessment. Emphasis is placed on engaging students in critical analysis of research literature.
CNSL 588	SEMINAR IN COMMUNITY COUNSELING	3	College of Social Sciences	This course explores the foundations of community counseling, the context within which community counseling takes place, and the knowledge and skills required of those who practice community counseling. Study of the history and development of the mental health movement includes definitions of the professional identity of community counselors, investigation of professional organizations and standards of practice, and exploration of community demography. Students contextualize their learning by gaining familiarity with practice settings, community needs, principles of community intervention, characteristics of human services programs, and the relationship of community counselors to other professionals. Knowledge and skills gained include assessment of needs, multidisciplinary and comprehensive treatment planning, effective use of community resources, and strategies for client advocacy.
CNSL 592	COUNSELING PRACTICUM	3	College of Social Sciences	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.

CNSL 5920	ORIENTATION TO COUNSELING PRACTICUM	0	College of Social Sciences	This class is an orientation to the practicum and internship.
COM 107	COMMUNICATION SKILLS FOR THE WORKPLACE	3	College of Humanities and Sciences	This course provides skills needed to communicate effectively in today's workplace. The course introduces communication theories and fundamental interpersonal, written, verbal, and oral communication skills.
COM 170	ELEMENTS OF UNIVERSITY COMPOSITION AND COMMUNICATION I	3	College of Humanities and Sciences	This course addresses the key elements necessary for effective academic writing in college. The course begins with focus on various modes of writing and writing strategies and builds to drafting and revising essays. The course introduces skill development at the sentence and paragraph level.
COM 170F	ELEMENTS OF UNIVERSITY COMPOSITION AND COMMUNICATION I	3	College of Humanities and Sciences	This course addresses the key elements necessary for effective academic writing in college. The course begins with focus on prewriting strategies and builds to drafting and revising essays. In addition, the course includes skill development at the sentence and paragraph level.

COM 172	ELEMENTS OF UNIVERSITY COMPOSITION AND COMMUNICATION II	3	College of Humanities and Sciences	This course builds upon the foundations established in COM 170. It focuses on the creation of an effective, college-level research paper that includes the use of outside sources and appropriate formatting. The course includes further skill development at the sentence and paragraph level.
COM 172F	ELEMENTS OF UNIVERSITY COMPOSITION AND COMMUNICATION II	3	College of Humanities and Sciences	This course builds upon the foundations established in COM 170. 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.
COM 295	BUSINESS COMMUNICATIONS	3	School of Business	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.
COM 320	INTERPERSONAL COMMUNICATION	3	College of Humanities and Sciences	This course presents the knowledge, skills and understanding necessary for people to communicate effectively in a variety of personal, social, and professional situations. The course approaches communication as a holistic, culture-laden experience that is non-verbal as well as verbal. Interpersonal communication is examined as a process that is inextricably involved with personal identity, human relationships, and power dynamics.

COM 340	MASS COMMUNICATION	3	College of Humanities and Sciences	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, 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 in the future.
COM 403	CONTEMPORARY COMMUNICATION IN A DIVERSE SOCIETY	3	College of Humanities and Sciences	This course focuses on the dynamics of human communication across cultures and genders in a multicultural society.
COM 410	MANAGEMENT, LEADERSHIP, AND COMMUNICATION	3	College of Humanities and Sciences	This course focuses on the development of communication styles, strategies, and skills necessary to manage and lead in business and professional situations. Students will analyze communication needs and contexts, devise strategies, and execute them to develop communication styles appropriate for contemporary workforces. The principles and practices of this course apply to non-profit philanthropic and cultural organizations as well as the business sector.
COM 430	PUBLIC RELATIONS AND PUBLIC AFFAIRS	3	College of Humanities and Sciences	Expanding upon the communication model of sender, channel, and receiver, this course explores the communication processes in the public arena, commercial, non-profit, and public interest- based. Professional and ethical foundations will be explored as well as the tools and techniques of these professional practices.

COM 460	COMMUNICATION FOR TRAINING AND DEVELOPMENT	3	College of Humanities and Sciences	Effective training is based on effective communication. Essential communication principles must be followed to ensure that effective training outcomes are met. This course focuses on those principles by examining their application in the process of designing and delivering training for adults. Training designed for business, civic, and philanthropic organizations will be considered.
COM 505	COMMUNICATION SKILLS FOR GRADUATES	3	College of Humanities and Sciences	This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and Learning Team processes.
COM 505C	COMMUNICATION SKILLS FOR GRADUATE STUDY	3	College of Education	This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and Learning Team processes.
COM 516	PROFESSIONAL COMMUNICATIONS	1	College of Education	This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

COM 520	ORGANIZATIONAL COMMUNICATION FOR ADULT EDUCATION & TRAINING	3	College of Education	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.
COM 530	COMMUNICATIONS FOR ACCOUNTANTS	3	School of Business	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.
COM 537	ORGANIZATIONAL COMMUNICATIONS	3	School of Business	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.
COM 538	COMMUNICATIONS: SELLING AND CUSTOMER ENGAGEMENT	3	School of Business	This course will introduce students to the fundamentals of the sales management process. Students will leverage their negotiation and persuasive communication skills in the development of a sales plan. Specific topics include an understanding of strategies for prospecting ethically based long-term relationship selling, proactive customer-focused selling techniques, and adaptive selling and active listening practices.

COM 539	COMMUNICATIONS: SELLING AND CUSTOMER ENGAGEMENT	3	School of Business	This course examines the national and global issues that fundamentally change the nature of business functions. Students will investigate strategies and solutions that improve opportunities for economic mobility. Other topics include international business and trade, global marketing, and the role of government policies on organizations.
COM 600	COMMUNICATION SKILLS FOR GRADUATE STUDY	3	College of Social Sciences	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.
COM 705	COMMUNICATION STRATEGIES	1	School of Advanced Studies	This 3-week, online course provides incoming doctoral students with an introduction to advanced communication strategies to demonstrate their readiness to take next steps in their intellectual doctoral journey through iterative improvements to critical thinking and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment.
COM 705A	COMMUNICATION STRATEGIES	1	School of Advanced Studies	The purpose of this course is to provide Doctor of Philosophy (PhD) students with an introduction to doctoral level communication strategies for academic success. Topics include self and scholarly discovery, scholarly writing competencies, and peer-collaboration.

COM PA523	COMMUNICATIONS FOR PUBLIC ADMINISTRATORS	3	College of Criminal Justice and Security	This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of shared decision making between career, appointed and elected officials in a political environment. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
COM PA530	COMMUNICATIONS FOR PUBLIC ADMINISTRATORS	3	College of Criminal Justice and Security	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.
COM TM541	COMMUNICATION FOR MANAGERS OF TECHNOLOGY	3	School of Business	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.
COMM 102	COMMUNICATION SKILLS FOR CAREER GROWTH	3	College of Humanities and Sciences	This course covers the skills necessary for effective communication in the work environment and modern society. The course provides an orientation to basic communication theories and discusses the fundamentals of interpersonal, written, and oral communication skills. Emphasis will be placed on applying these skills and theories to group processes and professional situations.

COMM 110	INTRODUCTION TO ORAL COMMUNICATION	3	College of Humanities and Sciences	This course will provide students with the basic concepts of oral presentations. Students will be able to develop and deliver effective individual and group presentations in classroom and professional settings. The course is also designed to provide a maximum opportunity for practice and evaluation of presentation techniques.
COMM 218	PUBLIC SPEAKING FOR THE IT PROFESSIONAL	3	College of Humanities and Sciences	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.
COMM 251	RHETORIC AND CRITICAL THINKING	3	College of Humanities and Sciences	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.
COMM 310	PUBLIC SPEAKING	3	College of Humanities and Sciences	This course addresses how an effective speech is developed and delivered. Techniques for audience targeting and style development, as well as the basic techniques required to communicate effectively on television are also a maximum opportunity for practice and evaluation of speeches and presentation techniques.

COMM 315	DIVERSITY ISSUES IN COMMUNICATION	3	College of Humanities and Sciences	This course identifies barriers to effective communication associated with racial, gender, cultural and socioeconomic diversity in the workplace and in the community. Students will develop an understanding of why and how diversity factors influence effective communications. The course will introduce techniques for improving written, oral and interpersonal communication skills in response to diversity concerns.
COMM 400	MANAGEMENT COMMUNICATION SKILLS	3	College of Humanities and Sciences	This course is a study of human interpersonal communications and conflict resolution. Focus and emphasis is on identification and development of interpersonal relations in business organizations, as well as on management communication skills, group process, effective responses, and team building.
COMM 470	COMMUNICATING IN THE VIRTUAL WORKPLACE	3	College of Humanities and Sciences	This course offers guidance and examples on how to communicate effectively in a growing workplace that is dependent upon technology as a means to communicate globally. The course provides students with an understanding of technology mediated communication and how to maximize the use of new media to optimize organizational communications. Intranets, internet, e-commerce, and the impacts upon customer satisfaction of new communications technologies are explored.
COMP 295	BUSINESS COMMUNICATIONS	3	School of Business	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.

CON 001	RESOURCES FOR COLLEGE OF NURSING	0	College of Health Sciences and Nursing	This activity introduces the undergraduate nursing student to the School of Nursing. Students will begin to use resources implemented for the undergraduate nursing program.
CPMGT 300	PROJECT MANAGEMENT	3	School of Business	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	STRATEGIC PORTFOLIO AND PROJECT MANAGEMENT	3	School of Business	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	PROCUREMENT AND RISK MANAGEMENT	3	School of Business	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	PROJECT ESTIMATING AND CONTROL TECHNIQUES	3	School of Business	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	LEADING PROJECTS IN ORGANIZATIONS	3	School of Business	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	PROJECT MANAGEMENT CAPSTONE	3	School of Business	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.
CPSS 210	INTRODUCTION TO CRIMINAL JUSTICE	3	College of Social Sciences	This course is an overview of the organization and jurisdictions of local, state, and federal law enforcement, the judicial system, and corrections agencies involved in the criminal justice system. Special issues affecting the criminal justice system including prevention efforts, recidivism, and evidence-based practices are reviewed.

CPSS 215	SURVEY OF CORRECTIONS IN THE UNITED STATES	3	College of Social Sciences	This course introduces the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history and the people, agencies, and organizations who manage convicted offenders. Other topics covered include policies and procedures, sentencing, community supervision, and rehabilitations of prisoners.
CPSS 225	SURVEY OF CORRECTIONAL PROGRAM CAREER OPPORTUNITIES	3	College of Social Sciences	This course introduces students to the areas in which correctional programs are offered. Students explore the various career opportunities in this diverse field.
CPSS 235	WORKING WITH THE JUVENILE JUSTICE SYSTEM	3	College of Social Sciences	This course is a general overview of the juvenile justice system. Students address current problems juveniles face and compare adult and juvenile justice systems. The course focuses special attention on the problems inherent in the handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.
CPSS 240	FOUNDATIONS OF CRIMINAL BEHAVIOR	3	College of Social Sciences	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to the criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.

CPSS 300	WORKING WITH THE CORRECTIONAL POPULATION	3	College of Social Sciences	This course provides an overview of correctional populations and addresses the ethical, legal, and security aspects of the profession, including inmate manipulation.
CPSS 315	SOCIAL PSYCHOLOGY	3	College of Social Sciences	This course provides a view of the field of social psychology as it relates to the development of criminogenic factors and criminal behavior. It presents the concepts of social influence and power and exchange in social life. Students explore human thoughts, feelings, and actions as influenced by other people.
CPSS 330	ESSENTIALS OF COMMUNICATION IN CORRECTIONS	3	College of Social Sciences	This course focuses on the principles of effective professional communication. Topics include the broad spectrum of communication requirements and techniques to meet the demands of multiple audiences within the correctional field.
CPSS 370	INTAKE, ASSESSMENT, AND CLASSIFICATION	3	College of Social Sciences	This course introduces students to the purpose, philosophy, and functions of intake, assessment, and classification within the correctional system. Students survey multiple tools for determining risk and the needs of incarcerated individuals.

CPSS 385	CASE PLANNING AND CASE MANAGEMENT	3	College of Social Sciences	The purpose of this course is to prepare students to develop and manage a case plan for persons in the correctional system, based on each individual's risk, needs, and resources. Students examine the factors that influence case planning and management.
CPSS 395	PROGRAM FACILITATION SKILLS	3	College of Social Sciences	This course identifies the variety of facilitation skills necessary for promoting positive behavioral change in inmates and offenders. Students explore the distinction between paraprofessional and professional program services.
CPSS 400	INSTITUTIONAL AND COMMUNITY-BASED PROGRAMS	3	College of Social Sciences	This course provides an overview of the range of programs and interventions in institutional- and community-based settings. Students explore the risk and need assessment process that determines program placement.
CPSS 405	WORKING WITH SEX OFFENDERS	3	College of Social Sciences	This course provides the historical overview of sex crimes and punishment and explores the contemporary challenges of working with sex offenders. Students review treatment types specific to sex offenders.

CPSS 406	CONTEMPORARY ISSUES OF SEX CRIMES	3	College of Social Sciences	This course examines contemporary and emerging issues regarding sexual offenses, including the effects of politics, public policy, and cultural attitudes on sex offender management and treatment in the criminal justice system.
CPSS 407	TREATMENT TECHNIQUES AND PROGRAMS FOR SEX OFFENDERS	3	College of Social Sciences	This course explores the evolution and variety of sex offender assessment and treatment approaches.
CPSS 408	COLLABORATIVE APPROACHES TO SEX OFFENDER MANAGEMENT	3	College of Social Sciences	This course presents the development of responses to sexual offenses and the factors that influence sex offender management. Students examine collaborative approaches and strategies to prevent future offenses.
CPSS 410	OVERVIEW OF MENTAL HEALTH IN CRIMINAL JUSTICE	3	College of Social Sciences	This course is designed to provide students with an introduction to the theories and research concerning psychopathology. The course addresses topics such as the classification of abnormal behaviors into various diagnostic categories; the etiologies of psychological disorders; and an overview of the major models of prevention, intervention, and treatment of mental health problems in the criminal justice system.

CPSS 411	MENTAL HEALTH ISSUES IN THE FORENSIC SETTING	3	College of Social Sciences	This course examines the evolution of national perspectives and current strategies regarding offenders with mental health issues. Students explore the challenges related to assessment and treatment within the system, as well as transition and continuity of care after release from custody.
CPSS 412	ORGANIC- AND PHYSIOLOGICALLY-BASED DISORDERS	3	College of Social Sciences	This course introduces students to the diagnostic criteria for organic- and physiologically-based disorders. Students examine the intricacies of multiple disorders related to mood, anxiety, and trauma issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.
CPSS 413	CHARACTER- AND PERSONALITY-BASED DISORDERS	3	College of Social Sciences	This course introduces students to the diagnostic criteria for character- and personality-based disorders. Students examine the intricacies of multiple disorders related to character and personality issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.
CPSS 415	WORKING WITH JUVENILE OFFENDERS	3	College of Social Sciences	This course is designed to prepare students to address the challenges of working with juvenile offenders. Students examine the differences between adult and juvenile offenders in supervision strategies, classification systems, and custodial relationships. Students also examine the unique role of the family in juvenile offender cases.

CPSS 416	OVERVIEW OF ADOLESCENT DEVELOPMENT	3	College of Social Sciences	This course is designed to familiarize students with developmental milestones, social influences, the process of identity formation, and the moral and ethical development of adolescents. Students also explore the unique challenges adolescents face.
CPSS 417	THE ROLE AND INFLUENCE OF THE FAMILY	3	College of Social Sciences	This course allows students to examine the complex correlation between family dynamics and juvenile delinquency. Students explore topics related to prevention, development, and rehabilitation.
CPSS 418	PREVENTION AND TREATMENT INTERVENTIONS	3	College of Social Sciences	This course introduces students to basic prevention and treatment models for addressing delinquent behavior. Students survey a variety of interventions and strategies specific to juvenile offenders.
CPSS 420	ISSUES OF SUBSTANCE ABUSE AND ADDICTION	3	College of Social Sciences	This course examines the history of substance abuse and addiction, including the effects of addiction on individuals, families, and communities. Topics include national and international perspectives and strategies regarding addiction, as well as their relationship to the judicial system. The course includes an overview of the major models of prevention, intervention, rehabilitation, and maintenance and relapse prevention.

CPSS 421	ETIOLOGY AND PHYSIOLOGY OF ADDICTIONS DISORDERS	3	College of Social Sciences	This course examines the development of addiction disorders and the factors that influence substance abuse. Students explore the prevalence of co-occurring disorders and addictions in vulnerable population.
CPSS 422	ALCOHOL- AND DRUG-RELATED ADDICTIONS DISORDERS	3	College of Social Sciences	This course introduces students to the diagnostic criteria for alcohol- and drug-related addictions disorders. Students examine the intricacies of multiple disorders related to substance abuse and dependence and their prevalence in society, with a special focus on the effects on the criminal justice system. Students also survey a variety of other addiction disorders.
CPSS 423	PREVENTION, SELF-HELP, AND TREATMENT MODELS	3	College of Social Sciences	This course introduces students to different addiction prevention, treatment, self-help, and program models for working with forensic populations. Topics include the progression of criminal justice interventions and strategies to address addiction issues.
CPSS 430	MAINTAINING BOUNDARIES AND SELF-CARE	3	College of Social Sciences	This course introduces multiple skills and resources that support a fulfilling career in corrections, including processes for setting healthy boundaries, managing conflicts, and developing appropriate coping strategies for professional self-care.

CSC 390	CULTURE AND COMMUNICATION	3	College of Humanities and Sciences	Students will be introduced to the interdependent relationship between symbols, rituals, artifacts, and patterns of thought of cultural groups and the communication practices of those groups. They will engage in critical analysis of communication in contemporary society, including culture-based metaphor, nonverbal communication, advertising, print media and television.
CSC 391	GEOGRAPHY, CULTURE AND COMMUNICATION	3	College of Humanities and Sciences	This course will focus on the ecological and historical approach to cultures and communication and how they have changed within a global and spatial context. Within the context of culture and communication, themes will include human-environmental interaction; exploration of human-environmental systems analysis; diffusion and movement of commerce and urban sprawl; location and spatial patterns of development; identity and the boundaries of place; and selected topics within the scope of human geography.
CSC 392	ETHNIC AND CULTURAL DIVERSITY	3	College of Humanities and Sciences	Students in the course will analyze the topics of identity, culture, and diversity as it relates to modern society. Students will be introduced to the conceptual frameworks of racial and ethnic relations, generalizations, stereotypes, prejudices, and adaptations in diverse cultures.
CSC 475	CONTEMPORARY COMMUNICATION IN A DIVERSE SOCIETY	3	College of Humanities and Sciences	The objective of this course is to focus on the dynamics of human and mediated communication across cultures in a multicultural society. Communication styles of various co-cultures will be analyzed, including race, class, gender, sexuality and disability. Students will also analyze communication technology and evaluate how it affects communication in today's society.

CSC 476	GENDER COMMUNICATION	3	College of Humanities and Sciences	The objective of this course is to explore gender communication differences including how traditional and nontraditional gender roles and sexuality factor into these differences. Students will focus on gender communication in business, organizations, family and the media.
CSC 477	RACE AND CLASS IN THE MEDIA	3	College of Humanities and Sciences	Through filmic analysis, cultural history, and media theory, students will explore the ways in which media in the United States participate in and challenge prevailing ideologies toward race, class and difference. Students will examine how various ethnic groups, including Native Americans, Asian Americans, African Americans, Latinos as, and Whites are presented and what those images mean for audiences.
CSS 422	SOFTWARE ARCHITECTURE	3	College of Information Systems and Technology	This course is an integrating course in business application software engineering. Integration, migration, and maintenance of enterprise software systems, including legacy systems, are emphasized.
CSS 562	PROGRAMMING CONCEPTS	3	College of Information Systems and Technology	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.

CTEC 500	OVERVIEW OF CAREER AND TECHNICAL EDUCATION	3	College of Education	This course is designed to survey the history, philosophy, and general principles of career and technical education (CTE). Participants share ideas and resources as they learn to incorporate current trends and meet challenges within the field. Using effective instructional methods in the CTE classroom, overseeing student organizations, mobilizing stakeholders, and promoting CTE are also emphasized.
CTEC 501	CAREER AND TECHNICAL EDUCATION CURRICULUM AND INSTRUCTION	3	College of Education	Methods of teaching career and technical education, including interdisciplinary cross- curricular instruction and the integration of Common Core State Standards into the career and technical education (CTE) curriculum are emphasized. Participants design curriculum and instruction to meet the needs of the diverse CTE student. Strategies for incorporating instructional technology, developing employability skills, and generating authentic assessments are also examined.
CTEC 502	CAREER AND TECHNICAL EDUCATION LEADERSHIP	3	College of Education	This course prepares participants to lead Career and Technical Education (CTE) programs. The roles and responsibilities of CTE leadership, standards and legislation that affect CTE programs, program management, and stakeholder relationships are examined. In addition, participants explore current and future trends in CTE.
CTEL 501	LANGUAGE AND LANGUAGE DEVELOPMENT	4	College of Education	This course examines language structure, second language acquisition theories, the nature of cognitive and affective language development, and sociocultural and political factors affecting language development. An analysis of the theories, models, processes and stages of language acquisition will also be covered.

CTEL 502	ASSESSMENT AND INSTRUCTION	4	College of Education	This course discusses instruction in the content areas, using both the first language and the second language, and principles for standards-based assessments, as well as the roles, purposes, and different types of assessments. Effective language and content-area assessments and foundations for programs for English learners and English language literacy are also analyzed. The course also examines ELD and SDAIE such as resources, approaches and methods, listening and speaking, and reading and writing.
CTEL 503	CULTURE AND INCLUSION	4	College of Education	This course addresses cultural awareness and effective collaboration among teachers, English learners, their families, paraprofessionals, and the community to improve literacy development and learning.
CUR 505	SOCIAL AND GLOBAL PERSPECTIVES OF TEACHER LEADERSHIP	3	College of Education	Learners in this course have the opportunity to analyze the field of education from a social and global perspective. Learners investigate the implications of the globalization of knowledge on micro and macro educational systems. Multicultural implications, diversity, and the use of technology as a vehicle of pedagogy are explored. Emphasis is on building collaborative organizational communities and empowering teacher leaders to think strategically about school change.
CUR 506	THEORIES AND BEST PRACTICES OF CURRICULUM AND INSTRUCTION	3	College of Education	This course focuses on applying curricular theory to best practices in the 21st century classroom. Candidates explore the social and political foundations of curriculum and instruction and current research in this area. They analyze curriculum philosophy and planning as well as practical applications and innovations in curriculum design. Special attention is given to the use of technology in the development of effective learning environments and instruction in the 21st century classroom.

CUR 507	SOCIAL, POLITICAL, AND CULTURAL CONTEXTS OF SCHOOLS	3	College of Education	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 508	SOCIAL, POLITICAL, AND CULTURAL CONTEXTS OF SCHOOLS	3	College of Education	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	TEACHERS AS LEADERS	3	College of Education	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.
CUR 515	CRITICAL THINKING AND INNOVATIVE SKILLS	3	College of Education	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 516	CURRICULUM THEORY AND INSTRUCTIONAL DESIGN	4	College of Education	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	MULTICULTURAL STRATEGIES FOR THE ADULT LEARNER	3	College of Education	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 520	ADVOCATING FOR LEARNING	3	College of Education	Learners examine dispositions and beliefs regarding teaching and learning for all students. This course includes discussions about supportive and engaging learning environments, along with collaboration with other professionals to develop strategies that promote student learning. Using assessment data, learners will differentiate instruction and employ appropriate strategies for students. Learners will explore advocacy through course materials, practical exercises and engaging group activities.
CUR 525	ETHICAL ISSUES IN EDUCATION	3	College of 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 528	ASSESSMENT OF LEARNING	3	College of Education	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 learning. Additionally, learners explore purposes and methods of evaluation for courses, programs, and training.
CUR 530	ASSESSMENT AND EVALUATION MODELS	3	College of Education	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 532	FACILITATING ONLINE LEARNING	3	College of Education	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.
CUR 535	RESEARCH FOR IMPROVED PRACTICE	4	College of Education	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	METHODS OF COACHING IN THE INSTRUCTIONAL SETTING	3	College of Education	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	USING TECHNOLOGY FOR TEACHING AND LEARNING	3	College of Education	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	ENGAGING IN COMMUNITIES OF PRACTICE	3	College of Education	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	PROFESSIONAL LEARNING FOR CONTINUOUS IMPROVEMENT	3	College of Education	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.

CUR 711	DEVELOPMENTAL AND LEARNING THEORIES	3	School of Advanced Studies	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	CURRICULUM THEORY	3	School of Advanced Studies	This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorists and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of theories on educational programming, and interpret the interaction of these theories with public policy.
CUR 713	CURRICULUM, DEVELOPMENTAL, AND LEARNING THEORIES	3	School of Advanced Studies	This course provides an overview of the historical and current theories of curriculum, development, and learning. Students examine the effects these theories have on the educational process, curriculum design, and the implementation of instructional programs. With a foundation in the major theorists and tenets of their theories, students analyze curriculum processes and procedures, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.
CUR 721	CURRICULUM DESIGN	3	School of Advanced Studies	In this course, students focus on the creation of systemic models of curriculum design and delivery, including consideration of schedule, structure, stakeholder involvement, and end products. Students will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.

CUR 722	INSTRUCTIONAL MODELS	3	School of Advanced Studies	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	ASSESSMENT OF STUDENT LEARNING	3	School of Advanced Studies	This course explores student assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Among the key topics are outcomes-based assessment - such as standardized achievement and criterion assessment, as well as the influence of leadership styles on these outcomes.
CUR 731	SUPERVISION OF CURRICULUM AND INSTRUCTION	3	School of Advanced Studies	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.
CUR 732	PROGRAM EVALUATION	3	School of Advanced Studies	In this course, students explore 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.

DAT 565	DATA ANALYSIS AND BUSINESS ANALYTICS	3	School of Business	This course introduces students to a variety of data analytic solutions. Students will learn how to retrieve real business data and create reports, support business decisions with visual representations of data, manage and improve a business process based on quantitative analysis, analyze long-term trends and patterns in the data, and develop actionable results that drive the business decision-making process.
DBM 280	FUNDAMENTALS OF ACCESS DATABASE	3	College of Information Systems and Technology	This course will cover the use of desktop database software to create small database applications. Emphasis will be placed on creating and managing a database, creating tables, and building forms. Emphasis is placed on hands-on experience in the installation, design, and debugging of desktop database software.
DBM 294	QUERYING A SQL SERVER	3	College of Information Systems and Technology	This course provides an overview of querying a SQL Server. Emphasis is placed on creating database objects, working and modifying data, and optimizing the database environment. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for querying a Microsoft® SQL server.
DBM 296	ADMINISTERING A SQL SERVER	3	College of Information Systems and Technology	This course provides an introduction to the installation, configuration, support, availability and recovery of databases. The considerations for database administration addressing the requirements for user access, security, backup and recovery will be covered in this course. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for administering a Microsoft® SQL server database.

DBM 298	IMPLEMENTING A DATA WAREHOUSE	3	College of Information Systems and Technology	This course examines the use of database technology in a variety of information technology applications. Emphasis is placed on implementing, configuring, deploying, and maintaining SQL Server Integration Services (SSIS), Analysis Services (SSAS), and Reporting Services (SSRS) solutions. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for implementing a data warehouse with Microsoft SQL server.
DBM 380	DATABASE CONCEPTS	3	College of Information Systems and Technology	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.
DBM 381	DATABASE CONCEPTS	3	College of Health Sciences and Nursing	This course covers health care 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 within the health care industry.
DBM 384	SPECIAL PURPOSE DATABASES	3	College of Information Systems and Technology	This course examines the use of database technology in a variety of information technology applications. The use of text, multimedia, temporal, spatial, and mobile databases will be covered in this course.

DBM 460	ENTERPRISE DATABASE MANAGEMENT SYSTEMS	3	College of Information Systems and Technology	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.
DBM 502	DATABASE MANAGEMENT	3	College of Information Systems and Technology	The course focuses on database management systems from a managerial perspective. Emphasis is placed on developing a strategy for managing and organizing corporate data, including data warehousing, to support the business activities of the organization. The course uses Microsoft Access and simulations of Oracle software.
DEVQA 365	SANITY TEST CLASS	3	School of Business	QA Test Course
DHA 711	ADMINISTRATION OF COMPLEX HEALTH CARE SYSTEMS	3	School of Advanced Studies	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. 3 credits.

DHA 712	RISK MANAGEMENT IN COMPLEX ORGANIZATIONS	3	School of Advanced Studies	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. 3 credits.
DHA 713	MANAGING RESOURCES IN HEALTH ORGANIZATIONS	3	School of Advanced Studies	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. 3 credits.
DHA 714	HEALTH CARE MARKETING	3	School of Advanced Studies	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. 3 credits.
DHA 715	RISK MANAGEMENT IN COMPLEX HEALTH ORGANIZATIONS	3	School of Advanced Studies	Managing risk in health care organizations involves strategic resource management to reduce loss, maximize financial stability, and protect assets. Practitioners must have an understanding of insurance and finance principles as well as litigation management within the context of corporate compliance. Students will apply concepts from claims administration, human resource management, and information technology to analyze how integrated resource management promotes operational efficiency, ethical leadership, and employee retention.

DHA 721	HEALTH CARE ECONOMICS	3	School of Advanced Studies	This course focuses on the application of economic theory to the amount, organization, 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. 3 credits.
DHA 722	POLICY AND REGULATION IN HEALTH CARE	3	School of Advanced Studies	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. 3 credits.
DHA 723	EXECUTIVE INFORMATION SYSTEMS	3	School of Advanced Studies	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. 3 credits.
DHA 724	GLOBALIZATION OF HEALTH CARE	3	School of Advanced Studies	This course focuses on global health care systems with the objective of improving the US 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. 3 credits.

DHA 731	POPULATION HEALTH AND EPIDEMIOLOGY	3	School of Advanced Studies	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. 3 credits.
DHA 732	EVALUATION OF HEALTH CARE PROGRAMS	3	School of Advanced Studies	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. 3 credits.
DHA 733	CONTEMPORARY LEADERSHIP ISSUES	3	School of Advanced Studies	This seminar focuses on the application 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. 3 credits.
DHAX 733	CONTEMPORARY LEADERSHIP ISSUES	3	School of Advanced Studies	This seminar focuses on the application 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.

DOC 700	DEVELOPING THE DOCTORAL IDENTITY	1	School of Advanced Studies	This foundational course is designed to promote active doctoral-level inquiry and establish the School of Advanced Studies' integrated scholarship, practice, and leadership approach. Students participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, informed voice, and community building. Students will demonstrate the initiative needed to take next steps in their intellectual doctoral journey through iterative improvements to critical thinking, reading and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment.
DOC 705R	CREATIVE AND CRITICAL THINKING	3	School of Advanced Studies	This course challenges the student to become a creative scholar, practitioner, leader and problem-solver and to begin the process of personal transformation by questioning assumptions and traditional patterns of thinking. Throughout the course, students demonstrate characteristics of creative and critical thinking in individual and collaborative situations.
DOC 710R	DOCTORAL STUDIES SEMINAR AND WORKSHOP	3	School of Advanced Studies	As an orientation to doctoral learning, this course provides opportunities for students to engage in a transformational learning process by positioning themselves within their cultural context, the emerging doctoral community, and the larger field of interest. Students will develop their critical consciousness as a scholar earning a Doctor of Philosophy (PhD) in Higher Education Administration or Nursing. Class activities will include critical reading, scholarly writing, dialogic interaction, reflexive practice, and collaborative projects. As an outcome of the course, students will refine their disposition toward the doctoral process and develop plans and practical skills to succeed in the program.
DOC 720	PROPOSAL SEMINAR	3	School of Advanced Studies	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, purpose statement, and determined 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 720N	PROPOSAL SEMINAR	3	School of Advanced Studies	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, purpose statement, and 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 720R	DOCTORAL SEMINAR I	2	School of Advanced Studies	This 3-day residency course begins the formal development of the student'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, and the intended impact of the study on the profession and society. The outcome of this course is a concept paper that articulates a specific goal and plan that will evolve into the student's dissertation. This course will incorporate students from various doctoral programs disciplines.
DOC 720S	PRECIS SEMINAR	0	School of Advanced Studies	This seminar is designed to focus on the development of the student's precis submitted in DOC 720R. The development and revision of the precis will be ongoing throughout this 3-week seminar. Topics in the seminar include problem statements, research questions, hypotheses and testing, and the intended impact of the study on the profession and society. The outcome of this seminar is a revised precis that articulates a specific goal and plan that will evolve into the student's dissertation. This seminar will incorporate students from various doctoral programs.
DOC 721	PROSPECTUS AND PROPOSAL WORKSHOP	3	School of Advanced Studies	This course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation.

DOC 721N	PROSPECTUS AND PROPOSAL WORKSHOP	3	School of Advanced Studies	This course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation.
DOC 721R	DOCTORAL SEMINAR I	2	School of Advanced Studies	This three-day residency course begins the formal development of the learner's Doctoral Project that will be on-going throughout the curriculum and submitted at the end of the program. Topics in the course include research study methods, problem statements, research questions, hypotheses to be tested, samples and populations, the intended impact of the Project on the profession and society. The outcome is a Prospectus (or blueprint) that articulates a specific goal and plan that later in the program evolves into the learner's Doctoral Proposal. 2 credits.
DOC 721S	CONCEPT PAPER SEMINAR	0	School of Advanced Studies	This seminar is designed to focus on the development of the student's concept paper submitted in DOC 721R. The development and revision of the concept paper will be ongoing throughout this 3-week seminar. Topics in the seminar include problem statements, research questions, hypotheses and testing, samples and populations, and the intended impact of the study on the profession and society. The outcome of this seminar is a revised concept paper that articulates a specific goal and plan that will evolve into the student's dissertation. This seminar will incorporate students from various doctoral programs disciplines.
DOC 722	DOCTORAL SEMINAR II	3	School of Advanced Studies	This course is designed to focus on the Doctoral Proposal for approval. During this course the Prospectus from the Weekend Residency will be applied to the development of the 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. 3 credits.

DOC 723	DOCTORAL SEMINAR II	3	School of Advanced Studies	This course is designed to focus on the Doctoral Proposal for approval. During this course, the work from the Second-Year Residency will be applied to the development of the 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 730R	PROFESSIONAL DEVELOPMENT AND SOCIALIZATION	3	School of Advanced Studies	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.
DOC 731R	COLLABORATIVE CASE STUDY	3	School of Advanced Studies	This five-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 learned and to apply them toward the development of recommended solutions for specific managerial situations found within the organization's environment. 3 credits.
DOC 732R	DOCTORAL SEMINAR III	2	School of Advanced Studies	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 733	DOCTORAL DISSERTATION	3	School of Advanced Studies	This is a chair-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 733A	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC 733 for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 733B	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC 733A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.
DOC 733R	DOCTORAL SEMINAR III	3	School of Advanced Studies	This 5-day residency course supports the students' professional and scholarly development in their respective discipline through experiential and interactive activities. Students will synthesize and integrate theory and practice to apply them toward the development of leadership in their communities.

DOC 734	DOCTORAL PROJECT IV	3	School of Advanced Studies	This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734A	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC 734 for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to reassess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734B	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC 734A for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to reassess and improve readiness and skill preparation for completion of the dissertation. Enhanced support will be provided to guide students towards completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734R	DOCTORAL SEMINAR IV	2	School of Advanced Studies	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 735	RESEARCH PROPOSAL	3	School of Advanced Studies	Students will work toward completing a draft of the dissertation proposal with their dissertation Chair. While working on their proposals, students will discuss ethical issues associated with conducting research with human participants. Students will discuss, at a conceptual level, the dissertation proposal quality review and the Institutional Review Board review processes.
DOC 736A	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) review. Quality Review of the research method and IRB approval must be received to progress to DOC 737.
DOC 736B	DISSERTATION I	3	School of Advanced Studies	This is the second one-on-one chair-guided course for a doctoral student working to complete a dissertation proposal. Students enroll for this course when any of three approvals have not been received, Committee Chair approval, Quality Review Methods approval, or Institutional Review Board IRB approval of ethical treatment within the proposed study. The student chair relationship and the student earning approval of the dissertation proposal from all three groups is the catalyst for the course. Quality Review of the research method and IRB approval must be received to progress to DOC 737.
DOC 736C	DISSERTATION I	3	School of Advanced Studies	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 736IA	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736IB	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736IC	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736N1	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB IRB approval. ARB IRB approval must be received to progress to DOC 737

DOC 736N2	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB IRB approval. ARB IRB approval must be received to progress to DOC 737.
DOC 736N3	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB IRB approval. ARB IRB approval must be received to progress to DOC 737
DOC 737	DISSERTATION II	3	School of Advanced Studies	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 737I	DISSERTATION II	3	School of Advanced Studies	Students enroll in this dissertation chairperson guided course while collecting and analyzing data for the dissertation. Students are expected to continue the research and writing of the dissertation during this course. In this course the learner chair agreement serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.

DOC 737N	DISSERTATION II	3	School of Advanced Studies	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	DEFENSE	3	School of Advanced Studies	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.
DOC 738B	DEFENSE	3	School of Advanced Studies	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.
DOC 738C	DEFENSE	3	School of Advanced Studies	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.

DOC 738IA	DISSERTATION DEFENSE	3	School of Advanced Studies	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738IB	DISSERTATION DEFENSE	3	School of Advanced Studies	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738IC	DISSERTATION DEFENSE	3	School of Advanced Studies	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738N1	DEFENSE	3	School of Advanced Studies	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.

DOC 738N2	DEFENSE	3	School of Advanced Studies	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.
DOC 738N3	DEFENSE	3	School of Advanced Studies	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.
DOC 740R	ANNUAL RENEWAL RESIDENCY	0	School of Advanced Studies	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 733 and DOC 734. 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 741	DOCTORAL DISSERTATION	3	School of Advanced Studies	In this course, the dissertation chair and committee members guide the student in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.

DOC 741A	DOCTORAL DISSERTATION	3	School of Advanced Studies	In this course, the dissertation chair and committee members guide the student in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 741B	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC 741A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.
DOC 741R	ANNUAL RENEWAL RESIDENCY	2	School of Advanced Studies	This 3-day renewal residency is designed to support students at various stages of dissertation development. Students engage in structured reflective activities with personalized faculty guidance to develop strategies focused on advancing the doctoral dissertation toward completion.
DOC 742	DOCTORAL PROJECT IV	3	School of Advanced Studies	This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

DOC 742A	DOCTORAL PROJECT IV	3	School of Advanced Studies	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.
DOC 742B	DOCTORAL PROJECT IV	3	School of Advanced Studies	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense.
DOC 787	CONCEPT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to the Concept Review.
DOC 788	CONCEPT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will allow the student to submit to the Concept Review.

DOC 887	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review of Methods.
DOC 888	DISSERTATION CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with their chair and submit to Quality Review of Methods.
DOC 889	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review of Methods.
DOC 890	DISSERTATION CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with their chair and submit to Quality Review of Methods.

DOC 891	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review of Methods.
DOC 892	DISSERTATION CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with their chair and submit to Quality Review of Methods.
DOC 987	PROJECT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review Final.
DOC 988	PROJECT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with the chair and submit to Quality Review Final.

DOC 989	PROJECT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review Final.
DOC 990	PROJECT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with the chair and submit to Quality Review Final.
DOC 991	PROJECT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review Final.
DOC 992	PROJECT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with the chair and submit to Quality Review Final.

DOC 999	DOCTORAL DISSERTATION REVIEW FACULTY	0	School of Advanced Studies	Test course for doctoral dissertation review faculty.
DOCX 733	DOCTORAL DISSERTATION	3	School of Advanced Studies	This is a chair-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOCX 733A	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC 733 for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOCX 733B	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC 733A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.

DOCX 734	DOCTORAL PROJECT IV	3	School of Advanced Studies	This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOCX 734A	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC 734 for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to reassess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOCX 734B	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC 734A for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to reassess and improve readiness and skill preparation for completion of the dissertation. Enhanced support will be provided to guide students towards completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
ECE 205	DEVELOPMENTALLY-EFFECTIVE LEARNING ENVIRONMENTS	3	College of Education	This course examines developmentally-effective strategies used to create a positive and active early childhood learning environment for young children, birth through age 8. Topics include classroom management techniques, motivational strategies for young children, family school relationships, instructional planning and assessment, and arranging an effective learning space. Participants develop a classroom management plan for an early childhood setting.

ECE 206	CURRICULUM AND INSTRUCTION IN EARLY CHILDHOOD EDUCATION	3	College of Education	This course provides a foundation of curriculum and instruction in early childhood education, from a historical and theoretical perspective through the application of current developmentally-appropriate best practices. Participants discover lesson plan development and methodologies for instruction. Additionally, strategies for assessment, diversity of populations, and the importance of collaborative partnerships with family and community are also explored.
ECE 207	ASSESSMENT IN EARLY CHILDHOOD EDUCATION	3	College of Education	This course provides an overview of assessment techniques used in early childhood education, including assessment of children with special needs. Participants 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. Participants examine developmental and differentiated assessment strategies for children, birth through age eight.
ECE 505	EFFECTIVE INSTRUCTION FOR EARLY CHILDHOOD EDUCATION	3	College of Education	This course focuses on the attributes and pedagogy specific to young children, in addition to theoretical models of curriculum development, instruction, and assessment that optimize teaching and learning in the early childhood setting. Participants examine methods for designing lessons and explore effective teaching strategies to promote learning.
ECE 506	LANGUAGE AND LITERACY METHODS IN EARLY CHILDHOOD EDUCATION	3	College of Education	This course focuses on theoretical and developmentally appropriate teaching methods in language and literacy for children from birth to age eight. Theories in language development, including second language acquisition, as well as the needs of English Language Learners are examined. Participants will explore research-based early literacy teaching strategies for engaging children in integrated listening, speaking, reading, and writing experiences. There is an emphasis on incorporating content area standards and developing hands-on learning experiences for young children. Additionally, developmentally effective assessments are discussed as a means of guiding instruction.

ECE 507	EARLY CHILDHOOD ASSESSMENT	3	College of Education	This course examines the role, purpose, and applications of assessment in early childhood education. Participants explore developmentally appropriate assessment techniques and strategies in early childhood education to meet the needs of diverse learners as well as approaches to effectively select, design, and record assessments. Participants examine how to interpret and evaluate assessment outcomes to evaluate student development and to enhance curriculum planning. Additionally, this course provides an overview of collaborative partnerships such as school districts, parents, and community resources in the assessment process.
ECE 508	EARLY CHILDHOOD GROWTH AND DEVELOPMENT	3	College of Education	This course focuses on the research, theories, and concepts related to early childhood growth and development. Participants examine the physical, motor, cognitive, language, literacy, social and emotional development of diverse children from birth through age eight. Family and cultural influences on early childhood growth and development are also explored.
ECE 509	FAMILY & COMMUNITY INVOLVEMENT IN EARLY CHILDHOOD EDUCATION	3	College of Education	This course focuses on family and community involvement in early childhood education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse families and communities. Effective communication, engagement, and school partnerships are also explored.
ECH 205	EARLY CHILDHOOD GROWTH AND DEVELOPMENT	3	College of Education	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 development of children from birth through age 8. The course focuses on defining the various stages as they impact instructional practices and decisions in the context of the early learning environment.

ECH 211	INSTRUCTIONAL STRATEGIES FOR EARLY CHILDHOOD EDUCATION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning in the early childhood setting. Students examine appropriate methods for teaching all young children, explore lesson plan designs, analyze the most effective, research-based teaching strategies to promote student learning, and develop a lesson plan.
ECH 300	ORIENTATION TO EARLY CHILDHOOD EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program for Early Childhood. 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.
ECH 301	FOUNDATIONS OF EARLY CHILDHOOD EDUCATION	3	College of Education	This course provides an overview of early childhood education for children, birth through age 8. 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 302	EXCEPTIONALITIES OF THE YOUNG CHILD	3	College of Education	This course provides an overview of the exceptional young child in early childhood education who may require accommodations and adaptations. The course focuses on developmentally-effective methods and techniques used for the identification, assessment, and instruction of children with special needs from birth to age 8. Legal structures, public policy, and information related to current practices serving exceptional young children in early childhood are also examined.

ECH 321	DEVELOPMENTALLY-EFFECTIVE LEARNING ENVIRONMENTS	3	College of Education	This course examines developmentally-effective strategies used in implementing and managing a positive and active learning environment within the framework of a diverse early childhood population. Topics include models of classroom management, establishing expectations and procedures, motivating children, family communication, managing off-task behaviors, technology integration, and materials management and record keeping. Students will develop an individual classroom management plan for an early childhood setting.
ECH 390	EARLY CHILDHOOD STUDENT TEACHING SEMINAR	1	College of Education	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.
ECH 400	ASSESSMENT AND EVALUATION IN EARLY CHILDHOOD	3	College of Education	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 416	METHODS OF TEACHING IN EARLY CHILDHOOD: MATHEMATICS	3	College of Education	This course focuses on methodology and assessment strategies that enhance young children's learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of young children 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 children's problem-solving skills.

ECH 418	COMMUNITY AND FAMILY ENGAGEMENT	3	College of Education	This course focuses on establishing and maintaining collaborative relationships among families, early childhood learning environments, and communities to support student development and achievement. Candidates explore and discuss issues related to family diversity, relationship building, and community involvement. Emphasis will be placed on creating positive family and community engagement as well as strengthening the connection between home and school.
ECH 420	METHODS OF TEACHING IN EARLY CHILDHOOD: SCIENCE	3	College of Education	This course focuses on understanding and using developmentally effective practices to teach and to integrate science concepts and skills in early childhood education (birth through age 8). 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 430	METHODS OF TEACHING IN EARLY CHILDHOOD: SOCIAL STUDIES	3	College of Education	This course provides a foundation in content and methodology for the teaching of social studies in early childhood education (birth through age 8). Developing meaningful curricular content, hands-on learning experiences, integration of early childhood content area standards, and the impact of technology are explored. A foundation in developmentally-effective teaching and assessment of the content area is provided.
ECH 435	METHODS OF TEACHING IN EARLY CHILDHOOD: ARTS AND MUSIC	3	College of Education	This course focuses on understanding and using the visual and performing arts to promote growth and development in early childhood education. Emphasis is placed on developmentally-effective practices and integration of art, music, dance, and drama across the curriculum. Assessment, modifications, accommodations, culture, and family involvement through the arts are also explored. A foundation of effective teaching strategies and best practices in early childhood education are provided.

ECH 498	EARLY CHILDHOOD STUDENT TEACHING (BIRTH-PRESCHOOL)	4	College of Education	This course emphasizes the practical application of early childhood 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 499	EARLY CHILDHOOD STUDENT TEACHING (K THROUGH AGE 8 GRADE 3)	4	College of Education	This course will focus on the design and implementation of the Kindergarten through Age 8 or through Grade 3 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 Kindergarten through Age 8 or through Grade 3 student teaching experiences.
ECH 506	INTRODUCTION TO EARLY CHILDHOOD EDUCATION	3	College of 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	INSTRUCTIONAL STRATEGIES FOR EARLY CHILDHOOD EDUCATION	3	College 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.

ECH 513	GROWTH AND DEVELOPMENT IN EARLY CHILDHOOD	3	College of Education	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 514	SURVEY OF SPECIAL POPULATIONS	2	College of Education	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.
ECH 521	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	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 522	FAMILY AND COMMUNITY INVOLVEMENT	3	College of Education	This course provides an awareness of the general interdependence of culture, family, and child. Specific goals and functions of various societies, as well as the impact of social stress on families are examined. The course also focuses on urban problems such as class differences, parental expectations, and academic learning. The development of knowledge and appropriate strategies for planning family and community members' participation in socio-cultural and learning activities are stressed.

ECH 523	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	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 526	METHODS OF TEACHING IN EARLY CHILDHOOD: PHYSICAL EDUCATION	2	College of 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 527	METHODS OF TEACHING IN EARLY CHILDHOOD: THE ARTS	2	College of Education	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 529	METHODS OF TEACHING IN EARLY CHILDHOOD: MATHEMATICS & SCIENCE	4	College of Education	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 531	METHODS OF TEACHING IN EARLY CHILDHOOD I	3	College of Education	This course provides a solid foundation in program content and methodology for the teaching of language and literacy, the arts, and physical activity and physical education to preschool-aged children. Curricular content, modifications, and the impact of cultural and sociopolitical contexts are explored. A foundation in effective teaching methodologies in the content areas is provided.
ECH 532	METHODS OF TEACHING IN EARLY CHILDHOOD: LANGUAGE LITERACY	4	College of Education	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 533	METHODS OF TEACHING IN EARLY CHILDHOOD II	3	College of Education	This course provides a solid foundation in program content and methodology for the teaching of social studies, science, and mathematics to preschool-aged children. Curricular content, development of hands-on learning experiences, and the integration of content area standards are explored. A foundation in effective teaching methodologies in the content areas is provided.
ECH 534	METHODS OF TEACHING IN EARLY CHILDHOOD: SOCIAL STUDIES	2	College of Education	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 537	FOUNDATIONS OF EARLY CHILDHOOD CURRICULUM	3	College of Education	This course provides a framework for organizing teaching and curriculum in early childhood education. It examines the purpose, function, and impact of curricular models in early childhood education. It examines the educational objectives, content and structure, and assessment procedure for creating learning environments. Also analyzes the role of teacher in relation to curriculum development and implementation for early childhood education. The course will end with the development of a segment of a curriculum model.
ECH 538	METHODS OF TEACHING IN EARLY CHILDHOOD: LANGUAGE LITERACY	4	College of Education	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 539	METHODS OF TEACHING IN EARLY CHILDHOOD: MATH AND SCIENCE	4	College of Education	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 542	EARLY CHILDHOOD PLAY THEORIES	3	College of Education	This course is designed to increase the understanding of children's play and how it may be used effectively in early childhood academic programs. Theories of children's play and how to use play as a foundation for learning are explored. Play is considered in relation to the motor, cognitive, creative, linguistic, social and emotional development of young children.

ECH 546	EARLY CHILDHOOD STUDENT TEACHING, PART A	4	College of Education	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 547	EARLY CHILDHOOD ASSESSMENT STRATEGIES	3	College of Education	This course provides exposure to a variety of assessment techniques in early childhood education. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interviewing techniques and referrals to school community resources also are explored.
ECH 548	EARLY CHILDHOOD ASSESSMENT STRATEGIES	3	College of Education	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 556	EARLY CHILDHOOD STUDENT TEACHING, PART B	4	College of Education	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

ECH 588	EARLY CHILDHOOD ENDORSEMENT STUDENT TEACHING	4	College of Education	This course emphasizes the practical application of early childhood 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 598	EARLY CHILDHOOD STUDENT TEACHING, PART A	4	College of Education	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	4	College of Education	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.
ECN 522	FOUNDATIONS OF SCHOOL COUNSELING, PART 1	3	College of Education	This course introduces prospective school counselors to the history, services, roles, and expectations of counselors in elementary and secondary schools in America. Important trends that will continue to influence school counseling programs will be examined. Professional school counseling organizations will also be explored.

ECN 523	FOUNDATIONS OF SCHOOL COUNSELING PART II	3	College of Social Sciences	This course will examine key components of comprehensive school counseling programs, including guidance curriculum, educational and career planning, responsive services, and system support. Professional development will also be considered.
ECN 530	STUDENT ASSESSMENT AND EVALUATION IN SCHOOL COUNSELING	3	College of Education	This course is designed to provide the guidance counselor with a foundation of knowledge in psychometric principles necessary to gain an understanding of instruments and other methods of assessment to make educational counseling decisions. Historical, ethical, and legal issues of assessment are examined and common testing instruments are reviewed. Administration, scoring, and interpretation of standardized tests are described and psychometric principles necessary for development, interpretation, and selection of standardized instruments are presented. The purposes of assessment are considered for placement, planning, and accountability in the educational counseling setting.
ECN 545	STUDENT CAREER COUNSELING	3	College of Social Sciences	This course is a study of career counseling from theory to practical application. The focus is on clearly delineated career guidance objectives and strategies for implementing career guidance programs in schools, including the development of individual career life plans for students and adults in transition. The course fosters appropriate use of career counseling tools such as computer-based guidance systems, labor market information, and assessment. It Work K-12 programs. Issues related to career counseling for individuals from specific populations are also addressed 3 credits.
ECN 552	ADMINISTRATION OF SCHOOL COUNSELING PROGRAMS	3	College of Social Sciences	This course examines the essential role of counselors in administering school counseling programs. This includes the processes of designing, implementing, monitoring, and evaluating comprehensive school counseling and guidance programs. The course emphasizes the role of the counselor as a leader and advocate in systemic change.

ECO 212	PRINCIPLES OF ECONOMICS	3	School of Business	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.
ECO 365	PRINCIPLES OF MICROECONOMICS	3	School of Business	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 370	ENVIRONMENTAL ECONOMICS	3	College of Humanities and Sciences	This course applies the theoretical economics tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.
ECO 372	PRINCIPLES OF MACROECONOMICS	3	School of Business	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 430	METHODS OF TEACHING IN EARLY CHILDHOOD: SOCIAL STUDIES	3	College of Education	This course provides a foundation in content and methodology for the teaching of social studies in early childhood education (birth through age 8). Developing meaningful curricular content, hands-on learning experiences, integration of early childhood content area standards, and the impact of technology are explored. A foundation in developmentally-effective teaching and assessment of the content area is provided.
ECO 561	ECONOMICS	3	School of Business	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.
ECO 561PR	ECONOMICS	3	School of Business	This course applies economic concepts to make management decisions in Puerto Rico. 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.
ECO 572	PUBLIC FINANCE	3	College of Criminal Justice and Security	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.

ECO GM561	INTERNATIONAL ECONOMICS	3	School of Business	This course applies economic concepts to make international management decisions. Students employ the concepts of scarce resources and opportunity costs to perform economic analysis in the international environment. Other topics include supply and demand, comparative advantage, profit maximization, market structure, macroeconomic measurement, money, trade, exchange rates, and balance of payments.
ECO HC561	ECONOMICS IN HEALTH CARE	3	School of Business	This course applies economic concepts to make health care management decisions. Students employ the concepts of scarce resources and opportunity costs to perform economic analysis. Other topics include demand management, concepts of efficiency, production and distribution of health care services, regulation and reimbursement, incentives in health care, macroeconomic policy (including money), and international health markets.
EDA 518	LEADERSHIP AND COLLABORATIVE PROCESSES	3	College of Education	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.
EDA 524	SUPERVISION OF CURRICULUM, INSTRUCTION AND ASSESSMENT	3	College of Education	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 528	ADMINISTRATION OF SPECIAL PROGRAMS	3	College of Education	This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.
EDA 532	HUMAN RELATIONS AND ORGANIZATIONAL BEHAVIOR IN EDUCATION	3	College of Education	This course examines the strategies and conditions required to build effective relationships and communications internally and externally for complex organizational structures such as school systems, corporations and similar agencies. It examines internal and external educational organizational structures, and explores relationships among administrators, classroom teachers and students, and the group processes necessary to board relations and the successful involvement of the community in the school system.
EDA 535	BUSINESS AND FACILITIES MANAGEMENT	3	College of Education	This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.
EDA 538	EDUCATION FINANCE AND BUDGETING	3	College of Education	This course examines the concepts, principles, and techniques of school finance, theory, including financing, capital outlay funding, budgeting, and tax revenues.

EDA 545	SCHOOL LAW FOR EDUCATORS	3	College of Education	This course examines legal theory and practice as it relates to school administrators. Legal problems and their impact on the school setting are also surveyed.
EDA 550	HUMAN RESOURCES MANAGEMENT IN EDUCATION	3	College of Education	This course covers staff composition, selection, orientation, training compensation, development, and regulations involved in personnel administration in the public schools.
EDA 555	SCHOOL POLICY AND LAW FOR PRINCIPALS	3	College of Education	This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.
EDA 560	HUMAN RESOURCES LEADERSHIP MANAGEMENT	3	College of Education	This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.

EDA 564	THE ROLE AND FUNCTIONS OF THE PRINCIPAL	3	College of Education	This course examines the roles and functions of the principalship and explores educational leadership. Research, theory, and systemic change are studied and integrated to develop principals who are collaborative instructional leaders for schools of the 21st century.
EDA 565	SCHOOL IMPROVEMENT PROCESSES	3	College of Education	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 565CA	SCHOOL IMPROVEMENT PROCESSES	3	College of Education	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.
EDA 570	EQUITY, DIVERSITY, AND ACCESS IN EDUCATION	3	College of Education	This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, it focuses on the equitable participation of students, families, teachers, and staff in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

EDA 575	FAMILY, COMMUNITY, AND MEDIA RELATIONS	3	College of Education	This course examines tools and models for promoting positive school relations with families, the community, and local media. Candidates will study and practice techniques for involving stakeholders, using conflict resolution and decision making tools, forming business and community partnerships, and using public relations concepts to support school policy. Candidates also will participate in field experiences related to media and community relations.
EDA 575CA	FAMILY, COMMUNITY, AND MEDIA RELATIONS	3	College of Education	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.
EDA 590A	ADMINISTRATIVE INTERNSHIP	1	College of Education	The practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals. Application of all principles and techniques of planning, managing, leadership, problem-solving, organizing, community relations, program and personnel evaluation, and budgeting will be addressed.
EDA 590B	ADMINISTRATIVE INTERNSHIP	1	College of Education	The practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals. Application of all principles and techniques of planning, managing, leadership, problem-solving, organizing, community relations, program and personnel evaluation, and budgeting will be addressed.

EDA 590C	ADMINISTRATIVE INTERNSHIP	1	College of Education	The practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals. Application of all principles and techniques of planning, managing, leadership, problem-solving, organizing, community relations, program and personnel evaluation, and budgeting will be addressed.
EDA 591A	PRINCIPAL INTERNSHIP PART 1: INSTRUCTIONAL LEADERSHIP	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.
EDA 591B	PRINCIPAL INTERNSHIP PART II: ORGANIZATIONAL MANAGEMENT	1	College of Education	This internship experience provides comprehensive field- based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.
EDA 591C	PRINCIPALS INTERNSHIP PART III: COMMUNITY AND MEDIA RELATION	1	College of Education	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.

EDA 594CCA	PRINCIPAL INTERNSHIP PART III: PROF PERSPECTIVES & REF PRAC	1	College of Education	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.
EDD 544	COMMUNICATION STRATEGIES FOR EDUCATORS	3	College of Education	This course is designed to inform educators about the power of effective communication through awareness, understanding, and implementation. Emphasis is on communication competencies, interpersonal communication, active listening, the use of technology, and written, verbal, and nonverbal communication. Participants analyze instructional strategies and study the effect of ethics, the role of diversity, and effective communication styles for use with students, parents, and other stakeholders to promote a positive learning environment.
EDD 545	COMMUNICATION STRATEGIES FOR ADMINISTRATORS	3	College of Education	This course is designed to help school administrators develop and utilize effective strategies for communicating with internal and external stakeholders to create a positive learning environment. By understanding the power of effective communication, administrators will learn strategies for working with the media, school finance, negotiations, and school bonds and elections creating positive public support. Communication essentials and current critical issues including the use of technology and social media are also explored.
EDD 546	FOUNDATIONS OF EDUCATION	3	College of Education	This course examines the major issues in United States education and their historical, social, cultural, and economic basis. Participants examine educational philosophies and develop a personal educational philosophy. The role of cultural diversity in education, the implications of instructing diverse student populations, curriculum design models, and standards are also explored.

EDD 547	CLASSROOM MANAGEMENT FOR EDUCATORS	3	College of Education	This course provides participants with strategies designed to assist them in managing their classrooms more effectively. Participants work on personal classroom preparation, setup, and management. Participants learn how to establish and communicate expectations in a classroom, deal with discipline and behavior problems without loss of instructional time, and create a positive learning environment.
EDD 548	CURRICULUM DEVELOPMENT AND INSTRUCTION	3	College of Education	This course focuses on instructional strategies and curriculum development, including the alignment to state and national standards. Participants examine the history of curriculum development and school reform. Implementation, assessment methods, textbook and material selection, and the adaptation of technology into curriculum are also explored.
EDD 549	CURRICULUM DEVELOPMENT AND INSTRUCTION: MIDDLE SCHOOL	3	College of Education	This course is designed to evaluate the unique characteristics of adolescents and the diversity among middle school students and their families. Instructional strategies, standards, technology integration, and assessment are examined. Participants develop curriculum and instruction to engage students and promote learning and achievement.
EDD 550	TEACHING CRITICAL THINKING SKILLS	3	College of Education	This course prepares participants to incorporate critical thinking strategies in the classroom. Opportunities are provided to implement critical thinking skills into the curriculum and learning environment. Participants will recognize and respond to reasoning concepts and determine instructional and assessment strategies for thinking critically across disciplines.

EDD 552	FAMILY ENGAGEMENT AND COMMUNITY INVOLVEMENT	3	College of Education	This course focuses on family engagement and community involvement in K-12 education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse parents, families, and communities. The emphasis is on building relationships, family outreach, and developing an understanding and appreciation of families from diverse backgrounds. Participants explore methods to improve communication and collaboration to support learning and explore ways to connect students, parents, families, and schools with the community.
EDD 553	ORGANIZATION AND ADMINISTRATION FOR EDUCATORS	3	College of Education	In this course, students explore the roles and responsibilities of the school administrator and learn how educational leadership emerges. Participants examine leadership as it relates to leadership styles, policy- and decision-making, personnel management, delegation of authority, collaboration, communication, and diversity. Current research in the area of educational leadership and schools as organized systems is also emphasized.
EDD 554	ASSESSMENT AND EVALUATION FOR EDUCATORS	3	College of Education	This course is designed to provide P-12 teachers and administrators with a deeper appreciation of the role of assessment in education. Participants develop skills to evaluate the alignment of curriculum, instruction, and assessment for school improvement. Participants will focus on standards-based assessments, data- driven instruction, and accountability to increase achievement.
EDD 555	COACHING AND MENTORING	3	College of Education	This course is designed to provide an overview of coaching and mentoring. Participants examine coaching and mentoring theories and models, the roles and responsibilities of the coach and mentor, common elements and issues related to coaching and mentoring strategies, and the development of communicative, nurturing relationships. Feedback, self-evaluation, reflection, and monitoring and evaluating performance are also explored.

EDD 557	THEORIES OF GROWING AND LEARNING	3	College of Education	This course examines growing and learning theories from birth through adolescence. The stages of life and the developmental domains including physical, language, cognitive, and emotional, social, and moral are emphasized. In addition, participants explore investigative methods and research processes in human development.
EDD 559	PROMOTING SAFE SCHOOL ENVIRONMENTS	3	College of Education	This course provides participants with practical skills in fostering school safety, preventing school violence, promoting digital and cyber security, and preparing for and responding to crisis events that may adversely impact the school community. Current research that outlines professional best practices and provides fundamental information to support a safe school environment is explored. In addition, communication, collaboration, and continuous improvement are addressed. Participants prepare a comprehensive safe school plan.
EDD 560	HUMAN RELATIONS AND MULTICULTURALISM FOR EDUCATORS	3	College of Education	This course emphasizes the practical application of human relations and multiculturalism in the educational setting. The focus is on building an awareness of diversity, relating effectively with all groups in a pluralistic society, and building respect for human dignity and individual rights. Dealing with dehumanizing biases and translating knowledge of human relations into techniques that result in positive experiences for students is also emphasized.
EDD 561	COMMUNITY COLLEGE OVERVIEW	3	College of Education	This course examines the history, function, governance, and organization of the community college in the United States. Participants examine funding, student services, and faculty roles. Curriculum and instruction, instructional methodologies and delivery modalities, assessment, diversity, and technology are also explored.

EDD 563	OVERVIEW OF ADOLESCENT PSYCHOLOGY	3	College of Education	This course provides an overview of theory and research on adolescent development aligned to the following domains: physical, cognitive, emotional, social, moral, and identity. Participants review how adolescents react to and cope with the influence of sociocultural context in society. In addition, participants analyze adolescent interactions with peers and family, gender and multicultural issues, and school and community settings.
EDD 564	INTEGRATING VISUAL ARTS INTO THE CLASSROOM	3	College of Education	This course is designed to provide hands-on experience for recognizing, applying, and teaching with the basic elements and principles of visual art. Emphasis is placed on instructional strategies for integrating the visual arts into the core curriculum. Participants write lesson plans using the National Visual Arts Standards, visual arts state standards, and content area standards. Additional focus is placed on classroom and materials management and supply safety concerns.
EDD 566	COMMUNICATION STRATEGIES FOR EDUCATORS AND ADMINISTRATORS	3	College of Education	This course is designed to help school educators and administrators develop and implement effective strategies for communicating with internal and external stakeholders to create a positive learning community. Participants explore and apply the communication essentials necessary for working with diverse students, staff, and stakeholders, including active listening; information gathering and delivery; negotiation; persuasion; written, verbal, and nonverbal messages; cultural sensitivity; and the use of technology and social media. Critical issues, common barriers, and ethical questions regarding school communication are also examined.
EDD 567	INTRODUCTION TO ACTION RESEARCH: DATA DRIVEN DECISION MAKING	3	College of Education	This course focuses on the foundations of action research. The course will explore research as it impacts decision-making and educational practices. Students will be introduced to the various elements of an action research project, including problem statement and purpose, research design and writing skills, literature review, and action research requirements. Inferential and descriptive measures are examined, and methods for collecting, evaluating and analyzing data are discussed. Students will identify ethical issues related to research, including basic theory and practice, professional code of ethics, confidentiality, and research using human subjects.

EDD 568	ACTION RESEARCH	3	College of Education	In this course, students learn the basic steps required to write an action research project proposal. Students complete a basic sentence outline and Chapters I through IV of an action research project proposal. The proposal includes an introduction, documentation of the problem, a review of the literature, a recommended solution strategy, and methods for analyzing results. Students will learn about the components of Chapter V of an action research project.
EDD 570	INTRODUCTION TO EDUCATIONAL RESEARCH	2	College of Education	This course focuses on the foundations of educational research. The purpose of research, as it impacts decision-making and educational practices, will be explored. Students will be introduced to the various elements of an action research project, including problem and purpose statements, writing style, literature review, research design, data collection and data analyses. The steps involved in the process of conducting research will be discussed.
EDD 574	ACTION RESEARCH OUTLINE	1	College of Education	Students may begin work on the outline component of the action research project upon successful completion of EDD 570 and the approval of their problem statements and matrices by their faculty member. Students complete a sentence outline of Chapters 1-4 for the action research proposal, including an introduction, documentation of the problem, a review of the literature, a recommended solution strategy, and possible methods for analyzing "anticipated" results. The outline is used as a basis for writing the formal proposal.
EDD 575	ACTION RESEARCH PROPOSAL	1	College of Education	Using the outline as a framework, students create an implementation proposal for their research project. The proposal contains the same sections as the outline, but is re-written in formal text. A timeline of specific actions is included. Students must obtain faculty approval of their proposal in order to move on to the implementation phase.

EDD 576	ACTION RESEARCH PRESENTATION	1	College of Education	The final phase of the research project is the formal report using data you created and proof of outside presentation. Students will analyze their "anticipated" results and rewrite the proposals into report form, including Chapter 5. The final chapter for the action research report includes an analysis of findings and recommendations for change.
EDD 581	ACTION RESEARCH AND EVALUATION	4	College of Education	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 research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.
EDD 581CA	ACTION RESEARCH AND EVALUATION	4	College of Education	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.
EDD 711	SOCIAL CONTEXTS AND CONTEMPORARY ISSUES	3	School of Advanced Studies	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	LEADERSHIP IN CONTEMPORARY ORGANIZATION	3	School of Advanced Studies	Theories and models of leadership and adult learning are compared and applied to a variety of organizations, cultures, and work environments. The focus is on preparing educational leaders to enhance their leadership skills and styles to promote success in evolving organizations.
EDD 713	LIFELONG LEARNING: LEADERSHIP IN THE EDUCATIONAL CONTINUUM	3	School of Advanced Studies	The concept of lifelong learning and the impact it has on education providers is the focus of this course. Theories of learning, and 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	COMPARATIVE MODELS OF EDUCATIONAL ENVIRONMENTS	3	School of Advanced Studies	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 adults learners to alternative learning environments. Specific focus is placed on distance education modalities for learners of all ages.
EDD 721	PLANNING AND LEADING CHANGE	3	School of Advanced Studies	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	THE LEGAL CONTEXT OF EDUCATION	3	School of Advanced Studies	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 laws and specific pieces of education legislation are reviewed.
EDD 723	ETHICS AND VALUES IN LEARNING ORGANIZATIONS	3	School of Advanced Studies	The ethics and values-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	INSTRUCTIONAL LEADERSHIP	3	School of Advanced Studies	In this course, students analyze the impact of change on the process of instruction and curriculum development. Effective teaching and learning strategies are explored as they relate to the use of technology, motivating faculty, staff, and students, and creating dynamic learning environments. Leading change in learning environments and also counterbalancing resistance to change for faculty, staff, and students are addressed. The importance of fostering faculty development and building professional learning communities are of special focus.
EDD 731	THE ECONOMICS OF EDUCATION	3	School of Advanced Studies	The principles and theories of the economics of education are examined. The role that federal, state, and local governments 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	CONTEMPORARY POLICY ANALYSIS AND DEVELOPMENT	3	School of Advanced Studies	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	EVALUATION AND ASSESSMENT METHODS	3	School of Advanced Studies	This course explores the strengths and weaknesses of evaluation and assessment methods utilized in learning organizations. Accreditation issues, outcomes-based assessment, institutional research, and student and faculty evaluation are key topics. The influence of leadership styles on evaluation and assessment methods is also examined.
EDDX 581	ACTION RESEARCH AND EVALUATION	4	College of Education	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.
EDL 500	PERSONAL LEADERSHIP	3	College of Education	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 501	ORIENTATION TO TEACHER LEADERSHIP	0	College of Education	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 505	CULTURAL COMPETENCY	3	College of Education	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	TEACHER LEADERSHIP IN A GLOBAL SOCIETY	3	College of Education	This course focuses on contemporary theories of school reform and effective teacher leadership in a global society. Performance indicators and dispositions as related to evaluation or decision making are explored. Candidates examine components of effective teacher leadership, including empowering others, building collaborative organizational cultures, and making informed decisions for strategic planning, while creating a vision of change. They also explore how effective leadership provides them with multiple opportunities to critically analyze and apply various leadership styles. Course content reflects research-based frameworks on leadership and leadership processes that will assist candidates in becoming effective teacher leaders. Candidate participate in a theoretical and applied learning approach, which incorporates research and reflective writing activities, case studies, self-assessment, and collaborative team projects that are closely aligned with the National Board Professional Teaching Standards.
EDL 515	ORGANIZATIONAL LEADERSHIP	3	College of Education	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	INSTRUCTIONAL LEADERSHIP	3	College of Education	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	ACCOUNTABILITY AND EVALUATION	3	College of Education	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	MENTORING AND COACHING	3	College of Education	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 531CA	MENTORING AND COACHING	3	College of Education	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	LEGAL AND ETHICAL ISSUES IN EDUCATION	3	College of 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.
EDLX 531	MENTORING AND COACHING	3	College of Education	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.
EDS 799	EDUCATIONAL SPECIALIST CAPSTONE	3	School of Advanced Studies	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.
EDT 711	EDUCATIONAL TECHNOLOGY RESEARCH	3	School of Advanced Studies	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.

EDT 721	INSTRUCTIONAL DESIGN	3	School of Advanced Studies	This course is designed to examine the foundations and development of instructional design principles and the learning theories that have impacted the field. Students will explore models and processes applicable to training and learning environments. Students will also examine emerging trends, issues, and the use of technology in instructional design.
EDT 722	DISTANCE LEARNING	3	School of Advanced Studies	This course traces the development of distance learning, including past, present, and future trends. Students relate social contexts and educational goals to the evolution of technologies and their intended support of learning. Students also explore the delivery of instruction over physical distance, focusing on concepts such as transactional distance, cultural considerations, anonymity, privacy, and accountability.
EDT 723	INSTRUCTIONAL MEDIA AND DESIGN TECHNIQUES	3	School of Advanced Studies	This course examines various types of electronic media used in the development of instructional design projects. Students explore the principles of instructional media design and their applications in content delivery, differentiating instruction, improving student engagement, and enhancing student learning. An emphasis is placed on identifying appropriate media formats and technologies that are purposeful in facilitating learning in multiple environments.
EDT 731	SYSTEM ANALYSIS AND DESIGN	3	School of Advanced Studies	This course follows the phases of needs analysis, planning, implementation, and evaluation that are integral to large-scale instructional technology projects. Learners consider vendor selection, organizational constraints, maintenance, and enhancements in an effort to address learners' present and future needs. Learners focus on developing systemic solutions that avoid the pitfalls of piecemeal technology adoptions.

EDT 732	INTEGRATING TECHNOLOGY AND CURRICULUM	3	School of Advanced Studies	This course enables students to develop strategies for effective and appropriate leadership, and management for instructional technology projects. Technology selection, vendor selection, maintenance, and the needs of stakeholders are explored in an effort to address present and future organizational learning needs. A running theme of this course is system solutions for technology integration that meets the instructional needs of diverse organizations. A focus of this course is balancing the competing needs of emerging technology integration, stakeholders, and organizational constraints in a learning environment.
EDT 733	TECHNOLOGY LEADERSHIP	3	School of Advanced Studies	This course enhances the leadership skills and styles of educational technology leaders to promote success in evolving educational organizations. Students examine leading change through leveraging technology in educational organizations. Methods to lead technological change, manage the procurement process, and counteract resistance to technological changes are addressed. The importance of creating a standardized process and language for the integration of technology is of special focus. Benefits of technology and how they influence the strategic road map for the institution are also explored.
EDTPA 500	TEACHER PERFORMANCE ASSESSMENT	3	College of Education	This course serves as a resource for teacher candidates who need additional support with edTPA (Teacher Performance Assessment). Participants will focus on the following topics: requirements and expectations for edTPA, academic language, planning instruction, teaching planned lessons, and assessment and evaluation.
EDTPA 501	REMEDIATION FOR EDTPA	3	College of Education	This course remediates teacher candidates who have previously been unsuccessful in passing edTPA (Teacher Performance Assessment). Participants focus on the reintroduction of the following topics: requirements and expectations for edTPA, academic language, planning instruction, teaching planned lessons, and assessment and evaluation. Finally, learners will prepare an action plan for the successful completion of the edTPA assessment.

EDU 101	FOUNDATIONS OF EDUCATION	3	College of Education	In this course, learners are introduced to the foundations of education. Topics include the history of education, philosophical perspectives, and societal trends that change education. Learners will explore the characteristics of 21st century students and the use of technology in the classroom. In addition, learners will reflect on reasons for working in the educational setting and create a personal philosophy of education.
EDU 105	DIVERSITY IN EDUCATIONAL SETTINGS	3	College of Education	This course focuses on developing an understanding of multicultural diversity concepts in education and implications for learning and instruction. Learners will examine the relationship of cultural values on the formation of self-concept and learning styles. Learners will also explore the scope of diversity prevalent in classrooms today and the role of prejudice, biases, assumptions, stereotyping, and cultural inequalities in education. Learners will connect these perspectives to instructional strategies that contribute to creating culturally responsive classrooms.
EDU 200	INTRODUCTION TO ASSESSMENT	3	College of Education	In this course learners are introduced to the role of assessment in education. The purpose and types of assessment are identified including appropriate components in assessment planning. Formative assessment for learning and summative assessment of learning will be examined. Learners will also explore the topics of feedback and grading.
EDU 215	ETHICS AND SOCIAL RESPONSIBILITY IN EDUCATION	3	College of Education	This course introduces learners to the concepts of ethical reasoning and professional ethics in teaching. Learners will explore how their personal values and dispositions-whether inherited through culture and tradition or consciously adopted-interact with professional codes of ethics and ethical decision-making. Learners will examine ethical theories and the function of ethics in teaching. Ethical dilemmas in the education workplace will also be investigated.

EDU 300	ORIENTATION TO TEACHER EDUCATION	0	College of 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 300CA	ORIENTATION TO TEACHER EDUCATION	0	College of 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.
EDU 301	FOUNDATIONS OF EDUCATION	3	College 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 301CA	FOUNDATIONS OF EDUCATION	3	College 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 305	CHILD DEVELOPMENT	3	College of Education	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 preK-8 environment.
EDU 305CA	CHILD DEVELOPMENT	3	College of Education	This course explores the development of the child from birth through eighth grade. Physical, cognitive intellectual, social emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.
EDU 311	MODELS AND THEORIES OF INSTRUCTION	3	College of Education	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 311CA	MODELS AND THEORIES OF INSTRUCTION	3	College of Education	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 315	LEGAL & ETHICAL ISSUES IN EDUCATION	3	College of Education	This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.
EDU 321	CLASSROOM MANAGEMENT	3	College of Education	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 321CA	CLASSROOM MANAGEMENT	3	College of Education	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 330	IMPLEMENTING THE COMMON CORE	3	College of Education	This course focuses on strategies for implementing and assessing Common Core State Standards in the elementary classroom. Special attention is paid to mathematical practice, determining text complexity, literacy across the genres, use of technology, and differentiating to meet the needs of diverse learners.

EDU 335	CREATING A SAFE SCHOOL ENVIRONMENT	3	College of Education	This course is designed to provide students with an understanding of school safety in educational environments. Students will examine potential emergency threats, policies and procedures, intervention strategies, technology safety concerns, bullying, and monitoring techniques.
EDU 340	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This 1-week orientation course introduces the learner to the Program, University, and College resources that foster academic strategies for success. Students will also discuss program requirements and review coursework; which includes a field experience component.
EDU 390	ELEMENTARY EDUCATION SEMINAR	1	College of Education	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.
EDU 430	IMPLEMENTING THE COMMON CORE IN ENGLISH LANGUAGE ARTS	3	College of Education	This course focuses on strategies for implementing and assessing Common Core State Standards in English Language Arts in the classroom. Special attention is paid to the anchor standards, determining text complexity, literacy across the genres, integrating technology and differentiating to meet the needs of diverse learners.

EDU 440	IMPLEMENTING THE COMMON CORE IN MATHEMATICS	3	College of Education	This course focuses on strategies for implementing and assessing Common Core State Standards in Mathematics in the classroom. Special attention is paid to standards of mathematical practice, progression of standards, integrating technology and differentiating to meet the needs of diverse learners.
EDU 450	STRATEGIES AND INNOVATION IN STEM	3	College of Education	This course focuses on strategies for implementing Science, Technology, Engineering, and Mathematics concepts in the educational setting. Learners will explore ways to create innovative learning experiences that incorporate content from these areas. Special attention will be given to the integration of Common Core State Standards, Next Generation Science Standards, and applicable technology standards.
EDU 500	PROFESSIONAL COMMUNICATIONS	1	College of Education	This course provides new graduate students 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, the purpose and use of the electronic portfolio, program standards, critical thinking, and stress and time management.
EDU 521	TECHNOLOGIES FOR ONLINE TEACHING	3	College of Education	This course prepares teachers to effectively use technology and media in online teaching, including course management systems and student information systems. The benefits and challenges of using audio, video, and collaborative technology tools in the virtual classroom will be examined. Particular emphasis will be given to using web-based tools and promoting 21st-Century skills in the online environment. Current and emerging trends in Internet technology will also be addressed. Each participant must have computer and Internet access for this course.

EDU 522	OVERVIEW OF ONLINE TEACHING	3	College of Education	This course introduces participants to the elements of online teaching at the K-12 level. In addition, participants examine a variety of online pedagogical skills and strategies related to teaching and delivering curriculum in the online environment. The national standards and research-supported promising practices for quality online teaching are explored. Copyright and other issues related to academic integrity in the online classroom are also discussed. Each participant must have computer and Internet access for this course.
EDU 524	ORGANIZING AND MANAGING THE ONLINE CLASSROOM	3	College of Education	In this course, participants explore the unique issues of classroom organization, management, and discipline in the K-12 online environment. The issues of online student responsibility, engagement, goal setting, and time management are examined. Communication with students, parents, administration, and other key personnel are discussed. Participants develop and articulate a personal philosophy of online classroom management. Each participant must have computer and Internet access for this course.
EDU 527	DIFFERENTIATING INSTRUCTION IN THE ONLINE CLASSROOM	3	College of Education	This course focuses on strategies and techniques for differentiating online instruction to meet the learning needs of diverse students. Particular emphasis is on techniques for working online with at risk students and students with special needs. Participants develop appropriate assessments and scoring tools to determine individual student achievement and mastery. Each student must have computer and Internet access for this course.
EDU 528	ASSESSMENT IN THE ONLINE CLASSROOM	3	College of Education	This course prepares participants to assess online students effectively. Participants explore how to guide instruction using technology-driven data. Emphasis is placed on examining the validity and reliability of online assessment and learning to assess online teaching. Each participant must have a computer and Internet access for the course.

EDU 529	COACHING AND MENTORING FOR ONLINE TEACHING	3	College of Education	This course prepares participants to coach, support, and mentor online teachers. Participants examine training programs and professional development for novice and veteran teachers. Participants also learn methods to evaluate the effectiveness of online teachers and strategies to support collaboration. Each participant must have computer and Internet access for the course.
EDU 536	DIGITAL CITIZENSHIP FOR EDUCATORS	3	College of Education	The primary focus of this course is exploring the foundations and elements of digital citizenship. Participants examine how to plan and to implement a comprehensive digital citizenship program, including lesson planning and modeling digital citizenship behaviors for students. Discovering how digital citizenship extends beyond the classroom is also emphasized.
EDU 537	ORGANIZATIONAL COMMUNICATION FOR ADULT ED. AND TRAINING	3	College of Education	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.
EDU 538	CYBERETHICS FOR EDUCATORS	3	College of Education	In this course, participants study the risk factors for digital and ethical misconduct both inside and outside the classroom. Participants develop a better understanding of the role that technology plays in creating and heightening ethical dilemmas. The course provides participants with the tools to assess their personal risk for ethical misconduct and best practices for minimizing the likelihood of such misconduct.

EDU 539	K-12 CYBERTRAPS: STRATEGIES FOR TEACHING DIGITAL CITIZENSHIP	3	College of Education	In this course, participants gain an understanding of the ways in which students are using technology today and the legal and professional risks that can arise from such use. Participants develop instructional strategies, curricular materials, and projects to guide student learning on issues of online behavior and digital citizenship. The course emphasizes the interplay between law and technology, and underscores the potential for students to become unwitting perpetrators. Strategies for minimizing the risk of student misconduct and educating parents are also covered.
EDU 545	FOUNDATIONS OF ONLINE TEACHING	3	College of Education	This course introduces participants to the elements of online teaching at the K-12 level. Participants examine a variety of online instructional skills and strategies related to teaching and delivering curriculum in the online environment. Participants collaborate with others and authentically integrate technology tools, as well as mobile learning technologies. Classroom management, engagement, time management, and assessment strategies are also discussed. Additionally, participants explore the International Association for K-12 Online Learning (iNACOL) standards, as well as copyright, FERPA, and other issues related to academic integrity in the online classroom. Each participant must have computer and Internet access for this course.
EDU 701	ACADEMIC AFFAIRS ADMINISTRATION	3	School of Advanced Studies	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	HISTORY OF EDUCATION IN THE AMERICAS	3	School of Advanced Studies	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	STUDENT AFFAIRS ADMINISTRATION	3	School of Advanced Studies	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	UNDERSTANDING THE INFRASTRUCTURE OF HIGHER EDUCATION	3	School of Advanced Studies	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	THE INCLUSIVE CAMPUS: ADDRESSING DIFFERING STUDENT NEEDS	3	School of Advanced Studies	This course will provide an overview of the various physical, mental, social, cultural, and economic factors that contribute to the uniqueness of students with individual differing abilities as related to campus culture and climate. Drawing from current topics and research in higher education administration, the behavior of and trends related to the needs of this student population will be examined.
EDU 706	COMPARATIVE MODELS OF HIGHER EDUCATION ADMINISTRATION	3	School of Advanced Studies	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 709	THE COMMUNITY COLLEGE	3	School of Advanced Studies	In this course, learners study the contexts, systems, and purposes of the community college within the higher education environment.
EDU 711	CORE FUNCTIONS OF HIGHER EDUCATION ADMINISTRATION	3	School of Advanced Studies	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.
EDU 712	HISTORY OF EDUCATION	3	School of Advanced Studies	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 724	STUDENT DEVELOPMENT THEORY	3	School of Advanced Studies	This course will foster an enhanced understanding of college students through an examination of the psychosocial, cultural, cognitive-structural, and identity theories related to college student development. Application and use of theory to everyday practice and a diverse population of students in higher education will be discussed.

EDU 732	PLANNING, EVALUATION, & ASSESSMENT IN HIGHER EDUCATION ADMIN	3	School of Advanced Studies	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.
EED 400	ASSESSMENT IN ELEMENTARY EDUCATION	3	College of 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.
EED 416	ELEMENTARY METHODS: MATHEMATICS	3	College of Education	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	ELEMENTARY METHODS - SCIENCE	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.

EED 425	ELEMENTARY METHODS- HEALTH PE	3	College of Education	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	College of Education	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	ELEMENTARY METHODS - FINE ARTS	3	College of Education	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 436CA	ELEMENTARY METHODS: SOCIAL SCIENCE AND FINE ARTS	3	College of Education	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	ELEMENTARY METHODS: MATHEMATICS AND SCIENCE	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in mathematics and science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics and science along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 444	ELEMENTARY METHODS - INTEGRATION OF HAWAIIAN STUDIES	3	College of Education	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.
EED 488	STUDENT TEACHING, PART A	3	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will familiarize and prepare Task 1 and 2 of the teacher performance assessment.
EED 489	STUDENT TEACHING, PART B	3	College of Education	This course will focus on the design and implementation of the teacher performance assessment. It also provides students practical guidance in securing a teaching position. There is a strong emphasis on assessment, the learning environment, and the first year of teaching. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

EED 496	STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
EED 498	ELEMENTARY STUDENT TEACHING, SEMINAR I	4	College of Education	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 498CA	ELEMENTARY STUDENT TEACHING, SEMINAR I	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
EED 499	ELEMENTARY STUDENT TEACHING, SEMINAR II	4	College of Education	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.

EED 499CA	ELEMENTARY STUDENT TEACHING: SEMINAR II	4	College of Education	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.
EED 527	BRAIN BASICS CONVENTION	1	College of Education	The purpose of this course is to present the latest brain research in a format which allows for the application of the research. The course will provide the support for the use of movement and activities to increase academic achievement and positive affect on standardized test scores. Students will learn to integrate movement into all content and enhance physiological realities to improve learning, memory, attention span, and attitudes in every classroom at every grade level. This course will offer scientifically researched methods to reduce violence and aggression while improving academic performance.
EED 529	BRAIN BASICS CONVENTION II	2	College of Education	The purpose of this course is to present the latest brain research in a format which allows for the application of the research. The course will provide the support for the use of movement and activities to increase academic achievement and positive affect on standardized test scores. Students will learn to integrate movement into all content and enhance physiological realities to improve learning, memory, attention span, and attitudes in every classroom at every grade level. This course will offer scientifically researched methods to reduce violence and aggression while improving academic performance.
ELD 502	FOUNDATIONS OF INSTRUCTION FOR ENGLISH LEARNERS	3	College of Education	This course introduces students to the principles of teaching English Learners. It addresses effective collaboration among English Learners, their families, paraprofessionals, and the community to improve learning. Effective instructional techniques, methodologies, resources, and cultural awareness are also explored.

ELD 504	ASSESSMENT OF ENGLISH LEARNERS	3	College of Education	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 506	UNDERSTANDING LANGUAGE ACQUISITION AND COGNITION	3	College of Education	This course examines language structure and use, second language acquisition theories, and the nature of cognitive and affective language development to assist the teacher of the English Learner. The course provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse students. It also examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning and thought processes.
ELD 535	TEACHING READING AND WRITING TO ENGLISH LEARNERS	3	College of Education	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.
ELEC 104P	ELECTIVE COURSE FOR ND PATH	3	College of Humanities and Sciences	Elective course for ND Pathway program UOPX

ELEC 105P	ELECTIVE COURSE FOR ND PATH	3	College of Humanities and Sciences	Elective course for ND Pathway program UOPX
ELEC 106P	ELECTIVE COURSE FOR ND PATH	3	College of Humanities and Sciences	Elective course for ND Pathway program UOPX
ELEC 107P	ELECTIVE COURSE FOR ND PATH	3	College of Humanities and Sciences	Elective course for ND Pathway program UOPX
ELEC 507	ELECTIVE FOR MAED AE	3	College of Education	ELEC for MAED AE

ELEC 710	PHD HEA ELECTIVE	3	School of Advanced Studies	Elective courses for the Online Extended Studies in the PhD HEA 001 program
ELEC 711	PHD HEA ELECTIVE	3	School of Advanced Studies	Elective courses for the Online Extended Studies in the PhD HEA 001 program
ELEC 712	PHD HEA ELECTIVE	3	School of Advanced Studies	Elective courses for the Online Extended Studies in the PhD HEA 001 program
ELEC 713	PHD I O ELECTIVE	3	School of Advanced Studies	Elective course for PHD I O program: PSYCH 780 or PSYCH 790

ELEC 714	DHA ELECTIVE	3	School of Advanced Studies	Placeholder for elective courses in the DHA program.
ELEC 723	DOCTORAL EXTENSION	3	School of Advanced Studies	Doctoral Extension
ELEC 725	DOCTORAL EXTENSION	3	School of Advanced Studies	Doctoral Extension
ELL 300	INSTRUCTIONAL METHODS FOR ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

ELL 500	INSTRUCTIONAL METHODS FOR ENGLISH LANGUAGE LEARNERS	3	College of Education	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.
ELM 519	ELEMENTARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.
ELM 520	ELEMENTARY STUDENT TEACHING PART B	4	College of Education	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 523CA	ELEMENTARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.

ELM 524CA	ELEMENTARY STUDENT TEACHING PART B	4	College of Education	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.
ELM 525	ELEMENTARY STUDENT TEACHING	3	College of Education	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.
ELM 545	ELEMENTARY STUDENT TEACHING	3	College of Education	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 performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ELM 585	ELEMENTARY STUDENT TEACHING	3	College of Education	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.

ELM 590	ELEMENTARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
ELM 591	ELEMENTARY STUDENT TEACHING SEMINAR II	3	College of Education	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.
ELM 593	ELEMENTARY STUDENT TEACHING SEMINAR III	3	College of Education	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 595	ELEMENTARY STUDENT TEACHING PART B	4	College of Education	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.

ELM 598	ELEMENTARY STUDENT TEACHING PART A	4	College of Education	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	ELEMENTARY STUDENT TEACHING PART B	4	College of Education	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.
EM 555	ENERGY SECTOR MANAGEMENT	3	School of Business	This course integrates energy technology and management opportunities in the energy sector. Students will apply knowledge of the energy sector value chain to identify a business opportunity. Other topics include renewable and non-renewable energy sources, science of energy, communications, energy sector terminology, corporate social responsibility, ethics, and negotiation.
EM 565	FINANCIAL MANAGEMENT IN THE ENERGY SECTOR	3	School of Business	This course applies corporate finance concepts to make management decisions in the energy sector. Students analyze the financial merit of opportunities in renewable and non-renewable energy sources. Other topics include cash flows, business valuation, working capital, capital budgets, government sources, long-term financing, risk analysis and management, and financial planning.

EM 575	ENERGY ECONOMICS	3	School of Business	This course applies economic concepts to make management decisions in the energy sector. Students apply concepts of supply and demand to create an economic model of a sub sector of the energy industry. Other topics include scarce resources, opportunity costs, profit maximization, market structure, macroeconomic measurement, money, trade, foreign exchange, regulatory issues, and economic analysis.
EM 585	MARKETING ENERGY	3	School of Business	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	STRATEGIC PLANNING AND IMPLEMENTATION FOR THE ENERGY SECTOR	3	School of Business	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.
EMC 310	PRINCIPLES OF EMERGENCY MANAGEMENT	3	College of Health Sciences and Nursing	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 320	EMERGENCY PREPAREDNESS AND PLANNING	3	College of Health Sciences and Nursing	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 330	POLITICAL AND POLICY ISSUES FOR EMERGENCY MANAGEMENT	3	College of Health Sciences and Nursing	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	EMERGENCY SERVICES AND THE COMMUNITY	3	College of Health Sciences and Nursing	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	MANAGING EMERGENCY RESPONSE OPERATIONS	3	College of Health Sciences and Nursing	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.

ENG 101	EFFECTIVE ESSAY WRITING	3	College of Humanities and Sciences	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	RESEARCH WRITING	3	College of Humanities and Sciences	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.
ENG 106	SURVEY OF LITERARY MASTERPIECES	3	College of Humanities and Sciences	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 125	LITERATURE IN SOCIETY	3	College of Humanities and Sciences	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 135	ESSENTIALS OF CONTEMPORARY COMMUNICATION	3	College of Humanities and Sciences	This course covers the skills necessary for effective written and oral communication in the work environment and in modern society. The course reviews basic communication theories and discusses the fundamentals of interpersonal, written, and oral communication skills. This course emphasizes applying these theories and skills to group processes and professional situations.
ENG 147	UNIVERSITY WRITING ESSENTIALS	3	College of Humanities and Sciences	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.
ENG 147OP	UNIVERSITY WRITING ESSENTIALS	3	College of Humanities and Sciences	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.
ENG 157	MULTICULTURAL LITERATURE	3	College of Humanities and Sciences	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 211	WORLD LITERATURE SURVEY	3	College of Humanities and Sciences	This class provides a survey of selected world literature across time, civilizations, and genres. Students will engage classics and lesser known works by authors from around the world to explore cultural themes and written human expression.
ENG 215	EFFECTIVE ACADEMIC WRITING	3	College of Humanities and Sciences	This course develops skills used in writing applied research papers for a university-level audience. Students will explore topics such as effective persuasion, rhetorical concepts, and argument analysis. This course may also review elements of grammar, mechanics, style, and proper documentation of sources.
ENG 215CA	EFFECTIVE ACADEMIC WRITING	3	College of Humanities and Sciences	This course develops the skills used in writing applied research papers for a university-level audience. Students will write a variety of papers, including position papers, persuasive essays, and case study analyses. Students will study classical rhetorical concepts of authority and argument analysis, and will evaluate outside sources for objectivity and utility in constructing persuasive arguments. Students practice giving peer feedback and revising essays in response to feedback. The course reviews the elements of grammar, mechanics, style, and proper documentation of outside sources.
ENG 220	UNIVERSITY ACADEMIC WRITING	3	College of Humanities and Sciences	This is a foundational course in developing the skills necessary for effective and appropriate academic writing. This course reviews the elements of grammar, mechanics, style and proper documentation of outside sources.

ENG 222	INTRODUCTION TO TECHNICAL WRITING	3	College of Humanities and Sciences	This is a foundational course designed to introduce students to technical writing fundamentals and the technical writing career field. Topics include what technical writing is and how technical writing differs from other types of writing, technical writing best practices, and the career opportunities in the technical writing field.
ENG 223	WORKPLACE WRITING ESSENTIALS	3	College of Humanities and Sciences	This course covers effective writing as an essential function of workplace communication. Emphasis is placed on understanding and applying effective writing skills to achieve clear writing in the workplace through letters, memos, E-mail, resumes, and reports.
ENG 230	MECHANICS OF WRITING	3	College of Humanities and Sciences	This course provides an overview of the mechanics of American English grammar as it applies to academic reading and writing.
ENG 235	LINGUISTICS	3	College of Humanities and Sciences	This course provides an introduction to major areas in linguistic study.

ENG 240	INTRODUCTION TO CREATIVE WRITING	3	College of Humanities and Sciences	This course provides a foundation in writing creative fiction and nonfiction works. Students will be expected to produce original creative writings.
ENG 250	HISTORY OF THE ENGLISH LANGUAGE	3	College of Humanities and Sciences	This course is a history of the English Language from its roots to Modern Standard English.
ENG 260	FOLKLORE AND FAIRYTALES	3	College of Humanities and Sciences	This course explores the genre of folklore and fairytales and their role as cultural literary artifacts. Students will examine the construction, shaping and use of folklore and fairytales in society.
ENG 265	THE SHORT STORY	3	College of Humanities and Sciences	This course examines the short story through notable works and writers.

ENG 270	LITERARY INTERPRETATION AND ANALYSIS	3	College of Humanities and Sciences	This is a foundational course in developing the skills necessary for effective and appropriate academic writing. This course reviews the elements of grammar, mechanics, style and proper documentation of outside sources.
ENG 280	RHETORIC AND CRITICAL THINKING	3	College of Humanities and Sciences	This course introduces students to rhetoric and critical thinking. Students will apply both formal logic and rhetorical principles to the study and practice of argument and persuasion.
ENG 295	CHILDREN'S LITERATURE	3	College of Humanities and Sciences	This course examines literature for children. Through an overview of a variety of genres and topics, students will develop an understanding of literature for young readers.
ENG 301	AMERICAN ETHNIC LITERATURE	3	College of Humanities and Sciences	This course will survey the literature of the major ethnic groups in the United States (African Americans, Native Americans, Hispanics Latinos, 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 302	20TH CENTURY AMERICAN LITERATURE	3	College of Humanities and Sciences	This course will survey major authors, ideologies, and historical contexts of English literature from the 20th century. A diverse range of works, genres, movements, and cultural narratives will be used to explore how cultural pluralism helped shape and reflect the evolution of American thought.
ENG 303	CHAUCER	3	College of Humanities and Sciences	This course will provide the student with the opportunity to study Chaucer's literary accomplishments. Students will critically examine the Canterbury Tales and its influence on society.
ENG 304	SHAKESPEARE	3	College of Humanities and Sciences	This course will focus on Shakespearean literature and will cover significant plays still popular today. Students will discuss the influence of Shakespeare on literary, social, and theatrical concepts.
ENG 305	LITERARY MASTERPIECES	3	College of Humanities and Sciences	This course is a comparative study of a select number of the great literary masterpieces from the Renaissance to the present. Students will gain a perspective of writing and culture of the time and contrast them with literary greats of today. Topics will include Shakespeare, Herbert, Homer, Dante, Cervantes, Machiavelli, among other literary authors.

ENG 306	POETRY AND SOCIETY	3	College of Humanities and Sciences	This course surveys major poetry from a historical and contemporary perspective. Students will analyze and interpret poetry and apply it to modern-day society.
ENG 308	AMERICAN AUTOBIOGRAPHY	3	College of Humanities and Sciences	Through the use of memoirs, autobiographies, journals, or diaries, students in this course will be introduced to individuals who impacted the social, political, and cultural environments of America.
ENG 313	WRITING PROPOSALS	1	College of Humanities and Sciences	This is a one credit course that introduces students to approaches for developing winning proposals. This course may focus on proposal development processes rather than writing and technical issues.
ENG 340	CREATIVE WRITING	3	College of Humanities and Sciences	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	APPLIED LINGUISTICS	3	College of Humanities and Sciences	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 437	LITERARY GENRES ACROSS CULTURES	3	College of Humanities and Sciences	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping and make connections between the literature and their lives.
ENG 437CA	LITERARY GENRES ACROSS CULTURES	3	College of Humanities and Sciences	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping, and make connections between the literature and their lives.
ENG 480	APPLIED RHETORIC	3	College of Humanities and Sciences	This is the capstone course for English majors. Through applied rhetoric, students will apply various concepts to their own studies and writing, and to written works from multiple genres and disciplines.

ENG 491	AMERICAN LITERATURE TO 1860	3	College of Humanities and Sciences	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 492	AMERICAN LITERATURE SINCE 1860	3	College of Humanities and Sciences	This course will survey the writings of 150 years in the historical and cultural context of America. The influence of vast social, political, and philosophical changes in America on literary works will be explored. The major literary movements, works, and authors of four distinct time periods will be read and discussed: the late 19th century, the early 20th century, the late 20th century, and the 21st century.
ENG 492CA	AMERICAN LITERATURE SINCE 1860	3	College of Humanities and Sciences	This course will survey the writings of 150 years in the historical and cultural context of America. The influence of vast social political, and philosophical changes in America on literary works will be explored. The major literary movements, works, and authors of four distinct time periods will be read and discussed: the late 19th century, the early 20th century, the late 20th century, and the 21st century.
ENG 493	ENGLISH LITERATURE TO 1800	3	College of Humanities and Sciences	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	ENGLISH LITERATURE SINCE 1800	3	College of Humanities and Sciences	This course will survey major authors, ideologies, and historical contexts of English literature from the 19th century to the present. A diverse range of works, genres, movements, and cultural narratives will be explored.
ENG 495	ADVANCED CREATIVE WRITING	3	College of Humanities and Sciences	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	AFRICAN AMERICAN LITERATURE	3	College of Humanities and Sciences	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.
ENGPROF 01	ENGLISH COMPOSITION PROFICIENCY COURSE	0	College of Humanities and Sciences	This proficiency exam, which is a zero credit- bearing course, can be used to fulfill the English Composition Proficiency requirement most commonly satisfied by ENG 220, COMM 215 or comparable coursework. To earn a passing grade, a student must receive a score of 60% or better. This is a pass fail course.

ENT 527	OPPORTUNITY ASSESSMENT AND INNOVATION	3	School of Business	This course is an introduction to entrepreneurship and the entrepreneurial mindset. This course will provide an overview of the challenges and opportunities of an entrepreneurship, an intrapreneurship, and social entrepreneurship. Students will learn the process of initiating an entrepreneurial venture through the creative pursuit of ideas.
ENT 586	INFORMATIONAL TECHNOLOGY FOR ENTREPRENEURS AND LEADERS	3	School of Business	This course focuses on innovative technologies that advance organizational success and sustainability. Students will receive hands-on experience with technology that impacts innovation and performance. The ethical and financial challenges of technology are explored.
ENT 588	INNOVATION AND DESIGN: CAPSTONE PROJECT	3	School of Business	This course provides a learning environment that reinforces creativity and innovation. Students will examine the core concepts related to innovation and analyze effective strategies for managing start-ups or organizations. Topics will include leading innovation, scaling excellence from innovation, financing innovation, creative problem-solving, and design thinking.
ENT 589	ENTREPRENEURSHIP PROJECT	3	School of Business	This course requires students to synthesize and integrate theory and practice from all prior courses in the program. Student will finalize the core components of their business plan: executive summary, product service design and development, marketing, financial planning, operations, timelines, critical risks, and assumptions.

ENV 100	PRINCIPLES OF ENVIRONMENTAL SCIENCE	3	College of Humanities and Sciences	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.
ENV 310	ENVIRONMENTAL MANAGEMENT	3	College of Humanities and Sciences	This course examines environmental problems from a local, national, and international perspective. Federal legislation will be reviewed on air pollution and water quality. Students will be introduced to control techniques for treating air and water, and the emerging environmental issues such as global climate changes, bioterrorism, organic pollutants, and industrial ecology.
ENV 315	GLOBAL CHANGE	3	College of Humanities and Sciences	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 320	ENVIRONMENTAL LAW	3	College of Humanities and Sciences	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 330	GLOBAL ENVIRONMENTAL HEALTH	3	College of Humanities and Sciences	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	ENERGY AND THE ENVIRONMENT	3	College of Humanities and Sciences	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	WATER AND WASTEWATER TREATMENT TECHNOLOGY	3	College of Humanities and Sciences	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	WATERSHED HYDROLOGY	3	College of Humanities and Sciences	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 410	ENVIRONMENTAL TOXICOLOGY	3	College of Humanities and Sciences	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	ENVIRONMENTAL RISK ASSESSMENT	3	College of Humanities and Sciences	This course provides an overview of the basic concepts of human and ecological risk assessment. Students evaluate various components of risk assessment, including human health, environmental, occupational, ecological, and risk management. Significant case studies are used to illustrate the assessment process.
ENV 430	ENVIRONMENTAL TECHNOLOGY	3	College of Humanities and Sciences	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	PUBLIC POLICY ANALYSIS	3	College of Humanities and Sciences	This course will examine the fundamentals of public policy analysis to the environment. Student will explore the management of public policy issues related to land use and urbanization, ecosystem preservation, global analysis, and policy making.

ESL 300	TEACHING ENGLISH LANGUAGE LEARNERS	3	College of Education	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.
ESL 310	WORKPLACE COMMUNICATION FOR ESL LEARNERS	3	College of Humanities and Sciences	This course familiarizes students with the communication demands of the modern American workplace, including different methods of communication, styles, and vocabulary. The course expands English fluency by focusing on essential grammar and using stimulating listening, speaking, reading, and writing activities that emphasize the language students need in key areas of business. Through simulation and relevant reading and writing activities, students will develop a foundational skill set and demonstrate greater competence in the expectations of the American workplace.
ETH 120	CULTURAL DIVERSITY IN THE UNITED STATES	3	College of Humanities and Sciences	This course is designed to educate students about issues of race, ethnicity, gender, disability and other diversity issues in the United States.
ETH 125	CULTURAL DIVERSITY	3	College of Humanities and Sciences	This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

ETH 316	ETHICS AND SOCIAL RESPONSIBILITY	3	College of Humanities and Sciences	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.
ETH 321	ETHICAL AND LEGAL TOPICS IN BUSINESS	3	School of 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.
ETH 557	ACCOUNTING ETHICS	3	School of Business	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.
EXAM 799	COMPREHENSIVE EXAMINATION	1	School of Advanced Studies	The comprehensive examination is a program requirement for the Doctor of Philosophy degree from University of Phoenix. Examinations are administered online, and a successful grade must be earned for learners to attend the dissertation and elective course work and move to candidacy.

FIN 200	INTRODUCTION TO FINANCE: HARVESTING THE MONEY TREE	3	School of Business	This course gives students an overview of finance concepts, terminology, and principles. It is an introduction to how finance works with accounting and how it is different from accounting. Topics covered include the role of finance in an organization, careers in finance, and basic financial analysis and planning techniques, cost of producing a product, profit, cash flow, and sources of business financing.
FIN 366	FINANCIAL INSTITUTIONS	3	School of Business	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 370	FINANCE FOR BUSINESS	3	School of 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.
FIN 375	FINANCIAL MANAGEMENT IN THE SMALL BUSINESS	3	School of 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	INVESTMENT FUNDAMENTALS AND PORTFOLIO MANAGEMENT	3	School of Business	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	WORKING CAPITAL MANAGEMENT	3	School of Business	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	CORPORATE RISK MANAGEMENT	3	School of Business	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 419	FINANCE FOR DECISION MAKING	3	School of Business	This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.

FIN 420	PERSONAL FINANCIAL PLANNING	3	School of Business	This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations.
FIN 422	RETIREMENT AND BENEFIT PLANNING	3	School of Business	This course provides students with the tools necessary to create a retirement plan. After completion of this course, students will be able to identify the types of retirement plans, understand the implications of federal law on retirement plans, identify retirement plans and participation requirements, calculate tax deduction ad contribution limits, and create a full financial plan, including retirement, for an individual.
FIN 428	INSURANCE FOR FINANCIAL PLANNING	3	School of Business	This course will prepare students to make insurance policy recommendations as part of a financial plan. After completion of this course, students will be able to apply concepts of medical, life, and property insurance to financial planning, and understand concepts underlying risk and insurance management for financial plans.
FIN 444	MERGERS, ACQUISITIONS, AND CORPORATE RESTRUCTURING	3	School of Business	This course prepares students to analyze merger and acquisition (M&A) opportunities in ways that will maximize corporate value and shareholder wealth in a competitive market environment. Special emphasis is placed on the identification, screening, selection, evaluation, and financing of M&A activities. Additionally, the course examines business failures and restructuring strategies.

FIN 467	REAL ESTATE INVESTMENT	3	School of Business	This course involves the study of the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's investment environment.
FIN 486	STRATEGIC FINANCIAL MANAGEMENT	3	School of Business	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 571	CORPORATE FINANCE	3	School of Business	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.
FIN 575	PROJECT BUDGET AND FINANCE	3	School of Business	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.

FIN 580	GLOBAL CAPITAL MARKETS	3	School of Business	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	FINANCIAL CONTROLLING	3	School of Business	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	AUDIT AND COMPLIANCE MANAGEMENT	3	School of Business	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	REAL ESTATE INVESTMENT	3	School of Business	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	MERGERS AND ACQUISITIONS	3	School of Business	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	INVESTMENT BANKING	3	School of Business	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.
FIN 711	FINANCIAL MEASURES OF VALUE ADDED	3	School of Advanced Studies	This course explores and evaluates research on how businesses measure and could modify their measure of financial value to improve decision-making. Topics include business analysis, valuation tools, and applications; mergers and acquisitions; marketplace valuation of equity; U.S. GAAP IFRS convergence; and the challenges of valuing high growth companies, companies in emerging markets, cyclical companies, and banks.
FIN 723	HIGHER EDUCATION FINANCE AND ECONOMICS	3	School of Advanced Studies	This course introduces and examines the major features of the financial functions operative within various types of higher education institutions. The financial functions of various types and sizes of post-secondary institutions will be presented. Specifically, the financial functions of the following kinds of colleges and universities will be compared and contrasted: 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, non-traditional, and emerging income streams will be explored, in conjunction with traditional cost centers, non-traditional cost centers, and emerging cost centers. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed. 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.

FIN GM571	INTERNATIONAL CORPORATE FINANCE	3	School of Business	This course applies corporate finance concepts to make international management decisions. Students learn methods to evaluate financial alternatives and create financial plans presented in diverse formats. Other topics include cash flows, business valuation, working capital, capital budgets, long-term financing, hedging mechanisms, cultural approaches to time value of money, and constraints on financial flows.
FIN HC571	HEALTH CARE FINANCE	3	School of Business	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 management, capital budgets, long-term financing, and valuation of the business.
FIN SB571	SMALL BUSINESS FINANCE	3	School of Business	This course applies finance concepts to make management decisions for a small or start-up business. Students learn methods to evaluate financial alternatives and manage working capital. Other topics include cash flows, business valuation, due diligence, capital budgets, short- and long-term financing.
FIS 260	FINANCIAL MARKETS AND INSTITUTIONS: YOU CAN BANK ON IT	3	School of Business	This course examines the operations of financial institutions in the process of financial intermediation. It covers the roles, responsibilities, and regulatory requirements of various types of financial institutions as they connect individuals and organizations to capital markets.

FP 101	FOUNDATIONS OF PERSONAL FINANCE	3	College of Humanities and Sciences	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.
FP 120	ESSENTIALS OF PERSONAL FINANCE	3	College of Humanities and Sciences	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.
FP 120F	ESSENTIALS OF PERSONAL FINANCE	3	College of Humanities and Sciences	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.
GBM 380	GLOBAL BUSINESS	3	School of Business	This course addresses major forces in the global environment and the impact upon business strategies, operations, and decision making. Special emphasis is placed on developing a global mindset and the intricacies of the global business environment.

GBM 381	INTERNATIONAL TRADE	3	School of Business	This course examines the concepts and components of international trade. Emphasis is placed on applying current theories, concepts, and practices in conducting global business transactions.
GBM 489	STRATEGIC TOPICS IN GLOBAL BUSINESS MANAGEMENT	3	School of Business	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.
GEN 127	UNIVERSITY STUDIES FOR SUCCESS	3	College of Humanities and Sciences	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.
GEN 127OP	UNIVERSITY STUDIES FOR SUCCESS	3	College of Humanities and Sciences	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.

GEN 195	FOUNDATIONS OF UNIVERSITY STUDIES	3	College of Humanities and Sciences	The essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at the University of Phoenix are introduced in this course. The course develops and applies practical knowledge and skills immediately relevant to first-year university students. Course topics include goal setting and working with personal motivation, understanding and using University resources, developing efficient study habits, making the most of personal learning styles, and how best to manage time and reduce personal stress levels.
GEN 200	FOUNDATIONS FOR GENERAL EDUCATION AND PROFESSIONAL SUCCESS	3	College of Humanities and Sciences	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 200CA	FOUNDATIONS FOR GENERAL EDUCATION AND PROFESSIONAL SUCCESS	3	College of Humanities and Sciences	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 201	FOUNDATIONS FOR UNIVERSITY SUCCESS	3	College of Humanities and Sciences	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 480	INTERDISCIPLINARY CAPSTONE COURSE	3	College of Humanities and Sciences	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.
GEO 155	CULTURAL GEOGRAPHY	3	College of Humanities and Sciences	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.
GEO 180	PHYSICAL GEOGRAPHY	3	College of Humanities and Sciences	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.
GEO 215	GEOGRAPHY	3	College of Humanities and Sciences	This course will examine the key concepts of geography and the interactions between human life and the environment. Topics will include population, urbanization, economics and cultural landscapes, physical landscapes, and world climate.

GHS 563	LEADERSHIP AND PUBLIC POLICY IN GLOBAL HOMELAND SECURITY	3	College of Criminal Justice and 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	INTELLIGENCE INTEGRATION IN GLOBAL HOMELAND SECURITY	3	College of Criminal Justice and 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	MULTI-DISCIPLINARY GLOBAL AND HOMELAND SECURITY ISSUES	3	College of Criminal Justice and Security	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	CRITICAL INFRASTRUCTURE ANALYSIS AND PROTECTION	3	College of Criminal Justice and Security	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.

GLG 101	GEOLOGY WITH LAB	4	College of Humanities and Sciences	This course gives an overview of physical geology by introducing concepts such as plate tectonics and geologic time. Students gain familiarity with the processes that shape the earth's surface and recognize the relevance of studying geology. Topics include the rock cycle, weathering, formation of geological features, and preservation of geological resources. This course includes a lab.
GLG 150	EXPLORATION OF THE EARTH SCIENCES	3	College of Humanities and Sciences	This course focuses on the dynamic forces impacting Earth's environment. It is a study of the major constructs in geology, oceanography, meteorology, and astronomy collectively called Earth Science. A scientific approach will be used in orienting students to develop an understanding of the interconnectivity of each of these sciences.
GLG 220	PHYSICAL GEOLOGY	3	College of Humanities and Sciences	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.
GLG 240	ENVIRONMENTAL GEOLOGY	3	College of Humanities and Sciences	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.

GMGT 510	GLOBAL BUSINESS ORGANIZATION AND CULTURE	3	School of Business	This course examines the organizational and cultural framework within which global business is conducted. Topics include a systems approach to culture, effective communication across cultures, managing diversity, transitions and relocations, and effective leadership.
GMGT 520	EXTERNAL ENVIRONMENT OF GLOBAL BUSINESS	3	School of 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	INTERNAL ENVIRONMENT OF GLOBAL BUSINESS	3	School of Business	This course examines issues and functions that global business faces within control of the organization. Topics include organizational forms of entry and exit, legal issues, marketing, finance, human resources, and risk management.
GMGT 540	GLOBAL STRATEGY FORMULATION AND IMPLEMENTATION	3	School of Business	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.

HCA 210	INTRODUCTION TO HEALTH CARE: RIDING THE FOURTH WAVE	3	College of Health Sciences and Nursing	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 210C	INTRODUCTION TO HEALTH CARE	3	College of Health Sciences and Nursing	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	3	College of Health Sciences and Nursing	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 220C	THE LANGUAGE OF HEALTH CARE	3	College of Health Sciences and Nursing	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.

HCA 230	COMMUNICATION SKILLS FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	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 230C	BUSINESS COMMUNICATION SKILLS FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	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	HEALTH & DISEASES: UNDERSTANDING PATHOS OF PATHOLOGY	3	College of Health Sciences and Nursing	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	THE PSYCHOLOGY OF HEALTH	3	College of Health Sciences and Nursing	In this course, the student is introduced to the psychological factors that relate to maintaining a healthy workplace. The course also exposes the student to management elements of cultural diversity, collaboration, and healthy behaviors.

HCA 260	HEALTH CARE'S LAW AND ETHICS ENVIRONMENT	3	College of Health Sciences and Nursing	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.
HCA 260C	THE REGULATORY ENVIRONMENT	3	College of Health Sciences and Nursing	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.
HCA 270	FINANCIAL MATTERS FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	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.
HCI 500	CONCEPTS OF HEALTH CARE INFORMATICS	3	College of Health Sciences and Nursing	This course will introduce the student to the basic concepts of health care informatics and health information management. It will build on a historical foundation of informatics and roles of the informatics specialist.

HCI 510	SYSTEMS LIFE CYCLE	3	College of Health Sciences and Nursing	This course will focus on the selection and implementation of an information system within a health facility. The course will review the phase phases of the life cycle: planning, analysis, design, implementation and evaluation.
HCI 520	DATA MANAGEMENT AND DESIGN	3	College of Health Sciences and Nursing	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.
HCIS 140	FUNDAMENTALS OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	This course introduces students to the fundamentals of electronic health records (EHR) utilized in the health care environment. Students will receive an overview of information systems, workflows, health information accessibility, as well as health care transactions and billing.
HCIS 245	FUNDAMENTALS OF INFORMATION SYSTEMS FOR HEALTH CARE	3	College of Health Sciences and Nursing	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.

HCIS 245C	FUNDAMENTALS OF INFORMATION SYSTEMS FOR HEALTH CARE	3	College of Health Sciences and Nursing	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.
HCIS 250	STRUCTURE, DESIGN, AND TOOLS OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students will learn about the evolving functions and uses of technology to support the documentation of vital health information contained in a patient's electronic health record. This course will introduce students to software applications, claims and reimbursement information, as well as regulatory compliance requirements. Students will examine forms, routing, and reporting of patient records in a variety of health care settings. Students will use an electronic health record (EHR) software to reinforce quality and data management of patient information.
HCIS 255	STRUCTURE AND DESIGN OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	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 255C	STRUCTURE AND DESIGN OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	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	MEDICAL HEALTH INFORMATION	3	College of Health Sciences and Nursing	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 265C	MEDICAL HEALTH INFORMATION	3	College of Health Sciences and Nursing	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 270	APPLICATION OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students in the capstone course for the electronic health records (EHR) concentration will continue to use an EHR software to apply foundational skills related to administrative tasks, data charting, insurance and billing, and regulatory compliance and reporting. Students will demonstrate mastery processing an electronic health record.
HCIS 275	PRACTICAL APPLICATION OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	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.

HCIS 275C	PRACTICAL APPLICATION OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	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.
HCIS 410	PROJECT PLANNING AND IMPLEMENTATION IN HEALTH CARE	3	College of Health Sciences and Nursing	This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student's skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.
HCIS 420	INFORMATION SYSTEMS RISK MANAGEMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	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.
HCP 210	INTRO TO PHARMACY PRACTICE: THE ALCHEMY OF HEALTH CARE	3	College of Health Sciences and Nursing	This course provides students the opportunity to explore fundamental career skills and knowledge associated with pharmacy procedures. Courses include pharmacy ethics, terminology, route and dosage formulations, and operations in community and institutional settings. A review of the 200 most commonly distributed medications includes origins, therapeutic usage, generic names, and naming systems. Students examine basic procedures and equipment requirements for compounding and sterile preparation.

HCP 220	PHARMACY CALCULATIONS: JUST FOR GOOD MEASURE	3	College of Health Sciences and Nursing	Fundamental math skills required in pharmaceutical calculations are covered in this course. Topics review basic math skills-number systems, fractions, decimals, ratios, proportion, and percents- and conversion of measurement systems-metric, apothecary, avoirdupois and household. Students interpret prescriptions, analyze drug labeling, calculate drug dosages, and distinguish procedures and equipment for oral, injectable, and intravenous medications.
HCR 201	MEDICAL BILLING AND CODING	3	College of Health Sciences and Nursing	This course is designed to provide students with a framework for managing the application of clinical data to the patient record. Students will examine predominant medical billing and coding manuals and will demonstrate use of codes.
HCR 202	MEDICAL INSURANCE	3	College of Health Sciences and Nursing	This course is designed to provide students with an understanding of health care reimbursement systems. Students will become familiar with various medical insurance plans offered by health care payors.
HCR 203	MEDICAL CLAIMS PROCESSING AND COMPLIANCE	3	College of Health Sciences and Nursing	This course is designed to provide students with an understanding of the management of patient records through the practices and processes of filing claims. Students will focus on the knowledge and skills essential for completing insurance claim forms in the health care setting. Security and compliance requirements will also be covered.

HCR 210	PATIENT RECORDS: KEEPING IT REAL	3	College of Health Sciences and Nursing	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 210C	PATIENT RECORDS	3	College of Health Sciences and Nursing	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.
HCR 220	CLAIMS PREPARATION I: CLEAN BILLS OF HEALTH	3	College of Health Sciences and Nursing	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	CLAIMS PREPARATION II: FOOTING THE BILLS	3	College of Health Sciences and Nursing	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	COMPUTERIZING MED DATA: PAPER CHASE GOES TECHNO	3	College of Health Sciences and Nursing	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.
HCS 120	MEDICAL TERMINOLOGY FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course offers students engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in health care.
HCS 131	BUSINESS COMMUNICATION SKILLS FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.
HCS 182	INTRODUCTION TO FINANCIAL CONCEPTS	3	College of Health Sciences and Nursing	This course introduces students to fundamental financial concepts related to the health care industry. Students will learn about basic insurance procedures, bookkeeping processes, and budgets commonly used in a variety of health care settings.

HCS 208	INTRODUCTION TO HEALTH CARE INDUSTRY TERMS	3	College of Health Sciences and Nursing	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 212	HEALTH CARE VOCABULARY	3	College of Health Sciences and Nursing	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 214	ANATOMY AND PHYSIOLOGY I	3	College of Health Sciences and Nursing	This course is designed to introduce students to basic terminology, roles, and diseases related to the cardiovascular, respiratory, gastrointestinal, and urinary systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.
HCS 216	ANATOMY AND PHYSIOLOGY II	3	College of Health Sciences and Nursing	This course is designed to introduce students to basic terminology, roles, and diseases related to the nervous, endocrine, musculoskeletal, reproductive, and dermatological systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.

HCS 219	INTRODUCTION TO HEALTH CARE FINANCE	3	College of Humanities and Sciences	This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care. Students will explore the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the use of financial documents.
HCS 221	FACILITY OPERATIONS MANAGEMENT	3	College of Health Sciences and Nursing	This course is designed to provide a foundation for the health care manager as it relates to the operation of a facility. Concepts regarding equipment acquisition and maintenance as well as facility acquisition and maintenance are introduced. Topics: Supplies; personnel; office equipment; office space; contracts
HCS 224	HEALTH CARE OFFICE MANAGEMENT	3	College of Health Sciences and Nursing	This course is designed to provide students with the knowledge and skills needed for the administrative operations of a health care facility. Concepts regarding office procedures, resources and supplies, and compliance and risk management requirements will be explored.
HCS 235	HEALTH CARE DELIVERY IN THE U. S.	3	College of Health Sciences and Nursing	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

HCS 245	INTRODUCTION TO HEALTH AND DISEASE	3	College of Health Sciences and Nursing	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 260	PHARMACOLOGY	3	College of Health Sciences and Nursing	This course examines the pharmacodynamics of major drug classes and methods of calculating dosages. A review of safe administration of medication is provided. Emphasis is placed on nursing assessment and the management of therapeutics, particularly the toxic effects of pharmacotherapeutic interventions.
HCS 265	THE MANAGERIAL ENVIRONMENT OF HEALTH CARE	3	College of Health Sciences and Nursing	This course introduces students to basic management concepts and regulations within the health care industry. Students will become familiar with regulatory compliance and ethical issues in the health care business. The application of human resource concepts will also be discussed.
HCS 301	UNDERGRADUATE NURSING STUDIES	2	College of Health Sciences and Nursing	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.

HCS 301C	UNDERGRADUATE NURSING STUDIES	2	College of Health Sciences and Nursing	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.
HCS 305	HEALTH CARE PROFESSIONAL DEVELOPMENT	3	College of Health Sciences and Nursing	This course introduces students to the diverse spectrum of the health care industry. Topics will include an overview of the program student learning outcomes, professional organizations, scope of career opportunities, and planning for the future.
HCS 310	HEALTH CARE DELIVERY IN THE UNITED STATES	3	College of Health Sciences and Nursing	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 320	HEALTH CARE COMMUNICATION STRATEGIES	3	College of Health Sciences and Nursing	This course offers students the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. Students will review basic medical terminology, discuss the influences of gender and culture, examine channels of communication including the development of interpersonal and technology related communication, and the impact of consumer and interdisciplinary communication.

HCS 325	HEALTH CARE MANAGEMENT	3	College of Health Sciences and Nursing	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 330	INTRODUCTION TO HEALTH AND DISEASE	3	College of Health Sciences and Nursing	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 335	HEALTH CARE ETHICS AND SOCIAL RESPONSIBILITY	3	College of Health Sciences and Nursing	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	HUMAN RESOURCES IN HEALTH CARE	3	College of Health Sciences and Nursing	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 350	HEALTH CARE COMMUNICATION	3	College of Health Sciences and Nursing	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.
HCS 370	ORGANIZATIONAL BEHAVIOR	3	College of Health Sciences and Nursing	This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design.
HCS 380	HEALTH CARE ACCOUNTING	3	College of Health Sciences and Nursing	This course provides an understanding of the fundamental concepts of accounting applied in the health care environment. Students will examine accounting practices and procedures to support managerial decision making within the health care organizations.
HCS 385	HEALTH CARE FINANCE	3	College of Health Sciences and Nursing	This course provides an overview of the financial economics of health care. Concepts such as payments systems, economic trends, financial statements and budgets are covered.

HCS 405	HEALTH CARE FINANCIAL ACCOUNTING	3	College of Health Sciences and Nursing	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 429CA	PATHOPHYSIOLOGY	3	College of Health Sciences and Nursing	This course presents an introduction to human pathophysiology. Emphasis will be placed on explaining the mechanisms and clinical manifestations associated with specific infectious diseases. The course will examine cellular activity, organs, and systems that affect the health of the human body.
HCS 430	LEGAL ISSUES IN HEALTH CARE: REGULATION AND COMPLIANCE	3	College of Health Sciences and Nursing	This course covers the broad range of topics affected by law and regulation ranging from patient rights to corporate responsibilities. Health care regulatory agencies and state and federal agencies are examined as well as their impact on the operation healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.
HCS 433	DIMENSIONS OF HEALTH AND THE OLDER ADULT	3	College of Health Sciences and Nursing	This course examines the basic principles and concepts of the aging process, including the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the older adult are also explored.

HCS 436	PATHOPHYSIOLOGY	3	College of Health Sciences and Nursing	This course presents an introduction to human pathophysiology. Emphasis will be placed on explaining the mechanisms and clinical manifestations associated with specific infectious diseases. The course will examine cellular activity, organs and systems that affect the health of the human body.
HCS 437	LONG-TERM CARE ADMINISTRATION	3	College of Health Sciences and Nursing	This course introduces students to the organization and management of long-term care. The impact of state and federal regulations are analyzed, as well as issues surrounding funding services are discussed. Students will examine the health services needed for current and future populations needing long-term care.
HCS 438	STATISTICAL APPLICATIONS	3	College of Health Sciences and Nursing	The emphasis in this statistical applications 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.
HCS 440	ECONOMICS: THE FINANCING OF HEALTH CARE	3	College of Health Sciences and Nursing	This course provides an overview of the economics of healthcare. 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 446	FACILITY PLANNING	3	College of Health Sciences and Nursing	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 449	HEALTH ADMINISTRATION CAPSTONE	3	College of Health Sciences and Nursing	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 451	HEALTH CARE QUALITY MANAGEMENT AND OUTCOMES ANALYSIS	3	College of Health Sciences and Nursing	This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and quality improvement tools used in health care. Methods for assuring quality in process and outcome management are described. Changing trends in the provision and reimbursement of health care services are reviewed.
HCS 455	HEALTH CARE POLICY: THE PAST AND THE FUTURE	3	College of Health Sciences and Nursing	This course examines the role of federal, state, and local government in the development of health care policy and regulation involving both the private and public sectors. The resulting impact of policy and regulation on healthcare systems is discussed. The role of health care systems will be reviewed as well as the various aspects involving the delivery of services.

HCS 456	RISK MANAGEMENT	3	College of Health Sciences and Nursing	This course introduces students to issues related to risk management in health care. Concepts will include the tasks of the risk manager, regulatory requirements, and risk factors unique to the health care industry.
HCS 457	PUBLIC AND COMMUNITY HEALTH	3	College of Health Sciences and Nursing	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 465	HEALTH CARE RESEARCH UTILIZATION	3	College of Health Sciences and Nursing	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 evidence based research within health care.
HCS 475	LEADERSHIP AND PERFORMANCE DEVELOPMENT	3	College of Health Sciences and Nursing	The 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 478	HEALTH LAW AND ETHICS	3	College of Health Sciences and Nursing	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, clinical, and health care providers.
HCS 482	HEALTH CARE INFORMATICS	3	College of Health Sciences and Nursing	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.
HCS 483	HEALTH CARE INFORMATION SYSTEMS	3	College of Health Sciences and Nursing	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	HEALTH CARE CONSUMER - TRENDS AND MARKETING	3	College of Health Sciences and Nursing	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 499	HEALTH CARE STRATEGY CAPSTONE	3	College of Health Sciences and Nursing	This capstone course examines the techniques and perspectives of strategic planning in the health care industry. Students will be required to demonstrate mastery of program Student Learning Outcomes through the strategic planning process by formulating strategies to manage various challenges encountered in the dynamic health care environment.
HCS 504	INTRODUCTION TO GRADUATE STUDY IN HEALTH SCIENCES NURSING	1	College of Health Sciences and 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 507	ADVANCED PHARMACOTHERAPEUTICS	3	College of Health Sciences and Nursing	This course is designed to provide the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course will integrate advanced knowledge regarding the clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. Emphasis will be on the practical application of important concepts used in clinical practice for clients across the life span.
HCS 510	ADVANCED PATHOPHYSIOLOGY	4	College of Health Sciences and Nursing	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is given to the physiological and biological manifestations and adaptive and maladaptive changes that occur. The knowledge gained in this course lays a foundation for the management of primary care issues of the family and its members.

HCS 514	MANAGING IN TODAY'S HEALTH CARE ORGANIZATIONS	3	College of Health Sciences and Nursing	This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.
HCS 525	LEADERSHIP	3	College of Health Sciences and Nursing	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	CONTEMPORARY HEALTH CARE FACILITY DESIGN	3	College of Health Sciences and Nursing	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 531	HEALTH CARE ORGANIZATIONS AND DELIVERY SYSTEMS	3	College of Health Sciences and Nursing	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 533	HEALTH INFORMATION SYSTEMS	3	College of Health Sciences and Nursing	This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.
HCS 535	CONCEPTS OF POPULATION HEALTH	3	College of Health Sciences and Nursing	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	MARKETING FOR HEALTH CARE	3	College of Health Sciences and Nursing	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 542	HEALTH CARE RESEARCH	3	College of Health Sciences and Nursing	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 545	HEALTH LAW AND ETHICS	3	College of Health Sciences and Nursing	Students analyze current ethical and bioethical issues in healthcare and the legal foundations of the health industry. Students will explore topics that include legal aspects of legislation, regulation, and ethics and their impact on stakeholders.
HCS 548	FOUNDATIONS OF GERONTOLOGY	3	College of Health Sciences and Nursing	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 549	EVALUATION METHODOLOGY	3	College of Health Sciences and Nursing	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 550	HEALTH CARE POLICY	3	College of Health Sciences and Nursing	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 551	BIOLOGICAL AND PSYCHOLOGICAL ASPECTS OF AGING	3	College of Health Sciences and Nursing	This course examines the physical process of aging and the effects on physical and mental health. These topics are applied to disease prevention, health maintenance, and selected disorders that effect health and independent living. Public policy and program development issues will also be addressed to promote the health of the aging population.
HCS 552	HEALTH CARE ECONOMICS	3	College of Health Sciences and Nursing	This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.
HCS 557	SOCIAL AND CULTURAL ASPECTS OF AGING	3	College of Health Sciences and Nursing	This course examines the social and cultural perspectives on aging. Public and personal aspects of aging will be addressed through historical, theoretical, cultural, and social venues. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.
HCS 565	ORGANIZATION AND MANAGEMENT OF AGING SERVICES	3	College of Health Sciences and Nursing	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.

HCS 567	ENTREPRENEURSHIP IN HEALTH CARE	3	College of Health Sciences and Nursing	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 571	FINANCIAL RESOURCE MANAGEMENT	3	College of Health Sciences and Nursing	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 577	FINANCIAL MANAGEMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	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 578	ETHICAL, LEGAL, AND REGULATORY ISSUES IN HEALTH CARE	3	College of Health Sciences and Nursing	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 586	HEALTH CARE STRATEGIC MANAGEMENT	3	College of Health Sciences and Nursing	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.
HCS 587	CREATING CHANGE WITHIN ORGANIZATIONS	3	College of Health Sciences and Nursing	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 588	MEASURING PERFORMANCE STANDARDS	3	College of Health Sciences and Nursing	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 589	HEALTH CARE STRATEGIC MANAGEMENT	3	College of Health Sciences and Nursing	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.

HCS 591	CREATING A SUSTAINABLE HEALTH CARE ORGANIZATION	3	College of Health Sciences and Nursing	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	ECONOMICS OF SUSTAINABILITY	3	College of Health Sciences and Nursing	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	ISSUES IN ENVIRONMENTAL SUSTAINABILITY	3	College of Health Sciences and Nursing	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.
HEA 500	LEADERSHIP AND PROFESSIONAL IDENTITY	2	College of Education	This course is the first step in developing a professional identity in a higher education leadership position. Students will begin the program by reflecting on their personal traits and career goals while exploring various higher education administrative roles to gain insight about their professional direction. Students will also acquire graduate-level academic writing and research skills necessary for success in a graduate program. Finally, students will investigate professional associations that will provide them with networking opportunities and professional resources.

HEA 520	LEADERSHIP FOR THE FUTURE	3	College of Education	This course prompts students to investigate the past, pay attention to the present, and envision and anticipate the future of higher education. Students will examine and differentiate between trends and shifts in higher education, and they will practice preparing for transformation in various administrative aspects such as institutional mission, organizational structure, policy, advocacy, and delivery models.
HEA 530	LEADERSHIP AND THE LAW	3	College of Education	This course examines the state and federal laws governing higher education. Learners will deconstruct current policies in higher education and apply this knowledge to case studies of current issue in higher education administration.
HEA 540	LEADERSHIP AND COMMUNITY	3	College of Education	This course focuses on the interconnectedness of higher education institutions and local and global communities. Learners will analyze the role of the higher education administrator in building partnerships with various local stakeholders, and the social and economic impact these partnerships will have on industry and the local community.
HEA 550	LEADERSHIP AND LEARNING	4	College of Education	This course focuses on the administrator as the instructional leader in higher education. Learners will examine theories of adult learning and how they impact curriculum choices. Learners will analyze and evaluate various instructional and assessment strategies and delivery models to address the needs of a diverse adult student population.

HEA 560	LEADERSHIP AND STUDENT SUCCESS	3	College of Education	This course focuses on the administrator's role in empowering and engaging students of a higher education institution through the support systems and services dedicated to student success. Learners will apply leadership principles to these service areas to create a safe, welcoming environment for diverse populations and help students successfully manage their education. Learners will examine strategies for recruiting and retaining traditional and nontraditional students.
HEA 570	LEADERSHIP AND RESOURCES	3	College of Education	Learners will investigate and analyze the budgetary process in higher education. The decision making process and the influence of financial aid, grants, major stakeholders, and personnel in higher education administration will be discussed and evaluated.
HEA 580	LEADERSHIP AND YOU	4	College of Education	This course will challenge learners to further develop their professional identity by reflecting on their communication skills and leadership style, and the effect that these personal qualities will have on the organizational culture. Learners will analyze various conflict management strategies, change management models, and decision making models, and apply them to relevant higher education administration situations.
HEA 590	LEADERSHIP IN ACTION	3	College of Education	Learners will apply problem-solving strategies to real-world higher education administration scenarios. Reflective and critical decision making practices will be applied to case studies as learners work on building leadership and team strategies.

HEA 711	HISTORY AND PHILOSOPHY OF HIGHER EDUCATION	3	School of Advanced Studies	This course presents the historical origins and development of higher education and its influence on the development of postsecondary education in the United States. Through ontological and epistemological lenses, students will examine the philosophical perspectives on cultural values, beliefs (both secular and non-secular), and goals of education from classical times through modern American higher education.
HEA 712	HIGHER EDUCATION LAW, POLICY AND THE REGULATORY ENVIRONMENT	3	School of Advanced Studies	In this course, students will evaluate how higher education institutions operate within a regulatory framework created by local, state and federal statutory law, case law, policies created by governmental agencies as well as various accrediting bodies. Major topics include systems of higher education governance, faculty, administrator and staff employment issues, student rights and conduct, technology, intellectual property and risk management. The impact of social and political constructs and stakeholder perspectives will be evaluated as it relates to the creation of a comprehensive ethical and legal approach to problem solving and policy development.
HEA 713	HIGHER EDUCATION ECONOMICS, FINANCE AND STRATEGIC PLANNING	3	School of Advanced Studies	This course introduces and examines the major features of the financial operations and functions, and decision making within various types of higher education institutions. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed.
HEA 721	ORGANIZATIONAL THEORY, INNOVATION AND CHANGE MANAGEMENT	3	School of Advanced Studies	In this course, students will analyze the factors that have resulted in contemporary innovative changes in higher education. The course will focus on leadership influences in the evaluation and application of change management models, strategies, and tactics that promote effective institutional innovation.

HEA 722	ACADEMIC AND STUDENT AFFAIRS ADMINISTRATION	3	School of Advanced Studies	In this course, major functions housed in the academic division of colleges and universities will be analyzed. Major functions of student affairs administration will also be analyzed. Emerging issues in the academic and student affairs profession will be evaluated as they relate to the achievement of the institutional mission.
HEA 731	STUDENT DEVELOPMENT, ADULT EDUCATION, AND STUDENT DIVERSITY	3	School of Advanced Studies	This course will provide an understanding of college students through an examination of the psychosocial, cultural, cognitive-structural, and identity theories related to college student development.
HEA 732	CURRICULUM DEVELOPMENT, ASSESSMENT, AND PROGRAM EVALUATION	3	School of Advanced Studies	This course will focus on curriculum development, evaluation of programs and student learning assessment. Students will also address contemporary curriculum issues such as the balance between general education courses and major courses and the articulation and transfer of credits. There will also be a focus on the program course curriculum development or change process as well as the approval processes required from various constituent groups.
HEA 733	GLOBAL MODELS AND INTERNATIONAL ISSUES IN HIGHER EDUCATION	3	School of Advanced Studies	This course will provide a comparative perspective of higher education systems in countries around the world. The relationship between educational systems and historical, social and political factors will be evaluated.

HIFISIMWK	NURSING LAB SIMULATION	0	College of Health Sciences and Nursing	Students will be involved in High Fidelity Simulation experience at the Nursing Center under the direction of Simulation Faculty.
HIS 110CA	U.S. HISTORY TO 1865	3	College of Humanities and Sciences	This course recounts the story of the United States by looking at the experiences of the many diverse races and nationalities. When woven together, these diverse races and nationalities have created this country. Students will learn to appreciate the contributions of various peoples which have made contributions to the American culture. Particular emphasis will be placed on America's colonial origins, the American Revolution and the creation of a republican government under the Constitution. Emphasis is also placed on westward expansion, section divisions over slavery and causes consequences of the Civil War.
HIS 115	US HISTORY TO 1865	3	College of Humanities and Sciences	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 120CA	U.S. HISTORY 1865 TO 1945	3	College of Humanities and Sciences	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 125	US HISTORY FROM 1865 TO 1945	3	College of Humanities and Sciences	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	THE AMERICAN EXPERIENCE SINCE 1945	3	College of Humanities and Sciences	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.
HIS 207	HISTORY OF PUERTO RICO	3	College of Humanities and Sciences	This course provides students with an overview of the history of Puerto Rico from the Pre- Columbian Age to the 21st century. The content of the course analyzes the causes and results of different milestones in the political, economic, and social history of Puerto Rico.
HIS 265	HAWAII: HISTORY AND CULTURE	3	College of Humanities and Sciences	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.

HIS 276CA	GLOBAL CIVILIZATIONS 1400-1700	3	College of Humanities and Sciences	This course provides an overview of the establishment of world civilizations during the European Middle Ages through the 1700s. The principle social, cultural, political, economic, and global developments that influenced multiple civilizations during this period will be explored. The framework of this course will provide a societal understanding by applying historical perspectives to contemporary issues.
HIS 301	UNITED STATES CONSTITUTION	3	College of Humanities and Sciences	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 305	CALIFORNIA STATE HISTORY	3	College of Humanities and Sciences	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.
HIS 310	COLONIAL AND REVOLUTIONARY HISTORY	3	College of Humanities and Sciences	This course discusses the development of the American colonies and the origins of the American Revolution.

HIS 311	NEVADA AND U.S. CONSTITUTION	3	College of Humanities and Sciences	This course is a study of the history and development of the Nevada and U.S. Constitutions, particularly during the 20th century. The historical, political, economic, and social foundations upon which the U.S. Constitution was built and the philosophies of the proponents and opponents of its adoption are analyzed. Selected provisions of the Nevada Constitution and, in particular, Article 1 of the Declaration of Rights are also analyzed.
HIS 321	CIVIL WAR HISTORY	3	College of Humanities and Sciences	This course explores the era of the American Civil War from 1848-1877. Course topics include the growth of sectionalism and the causes of the war, the course of the conflict, and the impact of the war on social, political, and economic issues.
HIS 335	EUROPE AND THE WORLD WARS	3	College of Humanities and Sciences	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 341	ANCIENT WORLDS	3	College of Humanities and Sciences	This course provides students with the opportunity to study the historical and cultural developments of Ancient Worlds including Egypt, Greece, and Rome.

HIS 345	THE ANCIENT WORLD: ROME	3	College of Humanities and Sciences	This course provides students with an overview of Rome's history from its beginnings to 6th century A.D. Course topics include the expansion of Rome, military changes, social organization, relations with foreign peoples, and religion.
HIS 349	THE HISTORY OF MODERN CHINA	3	College of Humanities and Sciences	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 353	THE HISTORY OF MODERN GERMANY	3	College of Humanities and Sciences	This course examines the political, diplomatic, economic, and social events that have helped to create modern Germany. Topics include the impact of the French Revolution and Napoleon, the rise of nationalism, the social impact of industrialization, political unification under Bismarck, the two world wars and their effects on Germany, and the division of Germany following World War II and its reunification.
HIS 355	THE HISTORY OF MODERN MEXICO	3	College of Humanities and Sciences	This course presents an analysis of the historical, cultural social, economic, and political development of Mexico from 1821 to the present.

HIS 356	THE HISTORY OF AFRICA	3	College of Humanities and Sciences	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 357	THE HISTORY OF MODERN AFRICA	3	College of Humanities and Sciences	The 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 403	FOUNDATIONS OF AMERICAN FOREIGN POLICY	3	College of Humanities and Sciences	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.
HIS 458	HISTORY OF HUMAN DISCOVERY	3	College of Humanities and Sciences	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.

HIS 501.X	U.S. CONSTITUTION	1	College of Education	This course provides a brief history to establish a foundation of understanding of the U.S. Constitution. An actual study of the U.S. Constitution takes place.
HIS 510	AZ CONSTITUTION	1	College of Education	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. The organization of Arizona schools, including funding, is addressed.
HIS 511	U.S. CONSTITUTION	1	College of Education	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HIS 512	NV CONSTITUTION	2	College of Education	This course is designed to meet the Nevada teacher licensure requirements aligned to Nevada school law and Constitution. Participants are introduced to educational law and related research, fundamental law concepts including state and federal case briefings of significant court decisions, and Nevada statutory and regulatory materials. Codes of ethics and morality related to educational law are also addressed. This is a Nevada-specific course.

HLTH 500	HEALTH AND NUTRITION FOR EDUCATORS	3	College of Education	This course provides an overview of health and nutrition education for the K-12 classroom teacher. Topics include wellness and nutrition, cardiovascular health and exercise, stress management, the use and abuse of alcohol, tobacco, and drugs, and sexually transmitted diseases. Participants assess personal health habits through health assessments and reflections. Plans and resources for sharing important health and nutrition information with students are also explored.
HM 370	HOSPITALITY MANAGEMENT	3	School of Business	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	HOSPITALITY DECISION ANALYSIS	3	School of Business	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.
HM 476	HOSPITALITY DECISION ANALYSIS APPLIED CAPSTONE	3	School of Business	This applied 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.

HM 482	HOSPITALITY ANALYTICS FOR DECISION MAKING	3	School of Business	This course enables a student to extract meaningful information from hospitality data, to better position the hospitality enterprise for success in the marketplace. Topics to be covered include an introduction to data analysis skills for the hospitality industry, market segmentation, understanding measures of business performance, hospitality analytics (events, travel, tourism), and property analytics (hotel, CHIA).
HPE 270	PHYSICAL EDUCATION AND HEALTH FOR EDUCATORS	3	College of Education	This course will help students identify the importance of a healthy lifestyle with the knowledge of human movement and motor skills. Students will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. This course also 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 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 and the goals of lifelong health, gain knowledge of human movement, understand growth and development, and learn the rules and strategies of games and sports. Instructional approaches for the integration of physical education and health with other content areas are explored.
HRM 300	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	3	School of Business	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.
HRM 310	CHANGE MANAGEMENT	3	School of Business	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	TOTAL COMPENSATION	3	School of Business	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	EMPLOYEE DEVELOPMENT	3	School of Business	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 350	INTERNATIONAL HUMAN RESOURCE MANAGEMENT	3	School of Business	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.
HRM 420	HUMAN RESOURCE RISK MANAGEMENT	3	School of Business	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 health and safety, security, crisis management, legal compliance, employment and discrimination issues.

HRM 498	STRATEGIC HUMAN RESOURCE MANAGEMENT AND EMERGING ISSUES	3	School of Business	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 531	HUMAN CAPITAL MANAGEMENT	3	School of Business	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.
HRM 531PR	HUMAN CAPITAL MANAGEMENT	3	School of Business	This course prepares students to address the concepts of personnel development as managers in Puerto Rico. Students learn criteria for developing effective job analysis, appraisal systems, and appropriate career development plans for employees in Puerto Rico. Other topics include personnel selection, employee compensation, benefits, training, workplace diversity, discipline, employee rights, unions, and management behaviors.
HRM 532	HUMAN CAPITAL DEVELOPMENT IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	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.

HRM 546	HUMAN RESOURCE LAW	3	School of Business	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	RECRUITMENT AND RETENTION PRACTICES	3	School of Business	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	ORGANIZATIONAL TRAINING AND DEVELOPMENT	3	School of Business	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	OCCUPATIONAL HEALTH AND SAFETY	3	School of Business	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 558	RESEARCH IN HUMAN RESOURCE MANAGEMENT	3	School of Business	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	HUMAN RESOURCE CAPSTONE COURSE	3	School of Business	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.
HRM PA533	HUMAN CAPITAL DEVELOPMENT IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course prepares students to apply human capital development concepts in a public sector. Students will create plans for managing human capital in a public and political environment. Other topics, at the state and local level, include recruitment, development & retention of employees, compensation, motivation, performance evaluation, employee employer relationship, personnel policies & politics, and public service ethic, union management relations, employee employer relations.
HS 205	HUMAN SERVICE HELPING PROCESS AND SELF-CARE	3	College of Social Sciences	This course overviews the foundations of human services as the field applies to community assistance and support. Student will identify the skills necessary to help people. Emphasis will be placed on developing healthy relationships with clients, identifying, and improving helping skills. Student will examine techniques of self-care and support for the human service worker, to include stress management, crisis and shock techniques and ways to not internalize some of the difficult work of human service professionals.

HS 215	INTRODUCTION TO THE HUMAN SERVICES PROFESSION	3	College of Social Sciences	This course focuses on the depth in which the human service profession affects our nation's communities. Student will define what community is and outline the needs of communities related to children, seniors and families as a whole. Special attention will be given to events that shaped human services in the last 20 years.
HS 225	INTRODUCTION TO CASE MANAGEMENT AND HELPING STRATEGIES	3	College of Social Sciences	This course assists in the discovery process of case management and what it means to help. Students will gain a better understanding of the roles, responsibilities, and the planning required in successfully managing caseloads involving clients. Students will deepen their perception of what it means to intervene, monitor and react to behaviors, successfully implement problem solving techniques, and the differences between giving advice and rendering action plans to human service clients.
HS 235	PUBLIC POLICY, SOCIAL WELFARE, AND RESEARCH	3	College of Social Sciences	This course describes the task of assessing needs in a community. Students will learn the meaning and perception of the term welfare and examine national and state data to understand the tenets of need, and how communities are charged with helping individuals navigate through program requirements and guidelines. Students will review public policy as it relates to welfare. A final research activity will be completed to show student comprehension of these complex topics.
HS 245	FUNDAMENTALS OF WORKING WITH PEOPLE	3	College of Social Sciences	This course is designed to provide students an overview to understand the multi-tiered outlook required to effectively understand people. Emphasis will be placed on the notion of people being different, and one solution does not fit everyone. Students will evaluate how race, gender, social class and religious contexts influence a person's ability to accept help. Students will have an opportunity to look at their own biases and develop methods to not use bias while working with special populations.

HS 255	HUMAN SERVICE CAPSTONE COURSE	3	College of Social Sciences	This course is a culmination of the human services program content, integrating students' education and experiences from previous courses. Students will construct a portfolio to include a personal philosophy as it relates to their desire to work in human services, a summation of how needs are assessed in communities, what was learned during human service agency and community observations, a case management case study synopsis, and a mission statement and executive summary of the personal understanding of the helping profession and people.
HSM 210	HUMAN SERVICES IN THE UNITED STATES	3	College of Social Sciences	This course is a foundation for studies of human services in the United States. It provides an overview of the evolution of American human services delivery systems, including historical perspectives, as well as current and future trends. It covers the role of human services workers, how needs are determined and met, and factors that affect the delivery of services such as theoretical perspectives, social policies, and government regulations. Community advocacy, prevention techniques, contemporary issues, and careers in the human services industry are also examined.
HSM 220	HUMAN SERVICES ADMIN: SO YOU WANT TO HELP PEOPLE	3	College of Social Sciences	This course discusses the roles and responsibilities of administrators in human services organizations. It covers recent studies related to the changing contexts of human services delivery, leadership, organizational culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social entrepreneurship, partnership, and collaboration.
HSM 230	ETHICAL ISSUES IN HUMAN SERVICES ORGANIZATIONS	3	College of Social Sciences	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	PUBLIC POLICY DEVELOPMENT IN HUMAN SERVICES	3	College of Social Sciences	This course focuses on the formation and execution of public policy and programs by government and private organizations within human services. Emphasis is placed on evaluative and analytical approaches for determining positive and negative characteristics of policies and programs. Students will learn to analyze and critique organizations and the policies and programs within those organizations.
HSM 260	FINANCIAL MANAGEMENT FOR HUMAN SERVICE MANAGERS	3	College of Social Sciences	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, 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	PROGRAM PLANNING AND GRANT PROPOSAL WRITING IN HUM SERV	3	College of Social Sciences	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.
HSM 280	TECHNOLOGIES IN HUMAN SERVICE ORGANIZATIONS	3	College of Social Sciences	This course surveys the use of technology in human services. It covers how technology is affecting the delivery of human services and the use of technology in service delivery. Students will examine the ways in which information systems impact agency and administrative systems.

HSN 251	CRITICAL THINKING	3	College of Health Sciences and Nursing	This five-week 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 business communication.
HSN 300	PHARMACOLOGY I	4	College of Health Sciences and Nursing	This course examines the registered nurse's role in safe medication administration. Students develop skills and techniques for calculating medication dosages and interpreting physician orders, medical records, and medication labels. Patient education is also addressed.
HSN 302	UNDERGRADUATE NURSING STUDIES	3	College of Health Sciences and Nursing	This course is designed to aid learners in critical thinking, teamwork, basic research, and oral and written communication skills. Students will develop strategies for achieving educational goals in the undergraduate nursing program as well as in professional development. Students will be introduced to University of Phoenix resources, including the Online Learning System, Centers for Math and Writing Excellence, and University Library. This course will include an orientation to the partnering educational institution.
HSN 310	PHARMACOLOGY II	4	College of Health Sciences and Nursing	This course builds on the knowledge and skills of Pharmacology I. This course provides basic pharmacological principles and therapeutics of medications. The course emphasizes evidence-based treatment guidelines in the application of pharmacology to nursing practice with a focus on safe patient care.

HSN 375	INFORMATICS FOR PATIENT-CENTERED CARE	3	College of Health Sciences and Nursing	This course examines electronic modalities that assist in patient-centered health care management. Topics include informatics, automation of data management, and evaluation of information systems. A key focus is the relationship between technology in health care delivery and patient safety.
HSN 470	HEALTH POLICY, LAW, AND ETHICS	3	College of Health Sciences and Nursing	This course examines the interrelationships of legal decisions, health policy development, legislation, and regulation in the context of contemporary issues to the RN generalist role. Students will analyze legislative impact on nursing practice, ethical issues, ANA Code of Ethics and regulatory governance.
HSN 475	HEALTH POLICY AND FINANCE	3	College of Health Sciences and Nursing	This course examines the role of the nurse as an influential leader in health care. Topics include advocacy, financial accountability, and social responsibility at local, national, global levels. A key concept is the interrelationships among health policy, legislation, regulation, finance, and practice.
HSN 505	INTRODUCTION TO GRADUATE STUDIES IN NURSING	2	College of Health Sciences and Nursing	This course presents the University of Phoenix model and learning goals. A key focus of this course is an introduction to the role of masters- prepared nurses in professional practice. Topics include working in learning teams, academic honesty, graduate-level oral and written communication, APA guidelines, and professional presentations.

HSN 507	ADVANCED PHARMACOTHERAPEUTICS	3	College of Health Sciences and Nursing	This course is designed to provide the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course will integrate advanced knowledge regarding the clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. Emphasis will be on the practical application of important concepts used in clinical practice for clients across the lifespan.
HSN 511	ADVANCED PATHOPHYSIOLOGY	4	College of Health Sciences and Nursing	This course provides a firm foundation in the pathophysiology of the human body. It starts with the process of taking a health history, reviews based concepts of cellular function, then reviews the anatomical, physiological, and pathophysiological mechanisms of each major body system.
HSN 525	RESEARCH METHODOLOGIES FOR THE NURSE ADMINISTRATOR	4	College of Health Sciences and Nursing	This course introduces the role of the nurse administrator in health care organizations. Topics include organizational theory, performance, and structure; change management; systematic processes; and human resource management. This course requires 20 hours of clinical practicum.
HSN 540	TEACHING AND LEARNING STRATEGIES	3	College of Health Sciences and Nursing	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	DESIGN AND PROCESS OF CURRICULUM DEVELOPMENT	3	College of Health Sciences and Nursing	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 548	ROLE OF THE HEALTH CARE NURSING EDUCATOR	3	College of Health Sciences and Nursing	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 552	ASSESSMENT AND EVALUATION OF LEARNING	3	College of Health Sciences and Nursing	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.
HSN 555	HUMAN RESOURCES IN HEALTH CARE	3	College of Health Sciences and Nursing	This course examines principles of human resource management and personnel development needs in health care organizations. Topics include job analysis, appraisal systems, employee development and evaluation, forecasting of workforce needs, and legal considerations. This course requires 20 hours of clinical practicum.

HSN 560	ORGANIZATIONAL SYSTEMS AND INFORMATICS	3	College of Health Sciences and Nursing	This course focuses on the integration of informatics in health care organizations. Topics include organizational effectiveness, systems management, and ethical considerations in data management. This course requires 20 hours of clinical practicum.
HSN 565	ORGANIZATIONAL CHANGE AND NEGOTIATION	3	College of Health Sciences and Nursing	The course examines the role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery. Topics include principles and models of change, communication skills, and allocation of organization resources. This course requires 20 hours of clinical practicum.
HSN 570	FINANCIAL RESOURCE MANAGEMENT	3	College of Health Sciences and Nursing	This course examines financial resource management as used in health care organizations. Topics include budgeting, financial forecasts, analysis of financial performance, and business plan design. This course requires 20 hours of clinical practicum.
HSN 575	QUALITY MANAGEMENT AND OUTCOMES	4	College of Health Sciences and Nursing	This course focuses on quality management initiatives for improving health care delivery outcomes. Topics include models and theories of quality improvement, evaluation methods, and regulatory and accreditation standards. This course requires 20 hours of clinical practicum.

HST 112	WESTERN CIVILIZATION I: PREHISTORY TO MIDDLE AGES	3	College of Humanities and Sciences	This course provides an overview of the principle cultural, political, and economic, developments that shaped Western civilization from prehistory to the Middle Ages.
HST 113	WESTERN CIVILIZATION II: MIDDLE AGES TO FRENCH REVOLUTION	3	College of Humanities and Sciences	This course provides an overview of the principle social, cultural, political, economic, and global developments that shaped Western civilization from the Middle Ages to the French Revolution.
HST 114	WESTERN CIVILIZATION III: FRENCH REVOLUTION TO MODERN ERA	3	College of Humanities and Sciences	This course provides an overview of the principle social, cultural, political, economic, and global developments that shaped Western civilization from the French Revolution to the Modern Era.
HST 155	U. S. HISTORY TO 1865	3	College of Humanities and Sciences	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.

HST 165	U. S. HISTORY 1865 TO 1945	3	College of Humanities and Sciences	This course provides an overview of the social, political, economic, and global events affecting U.S. history from the Civil War through World War II.
HST 175	THE AMERICAN EXPERIENCE SINCE 1945	3	College of Humanities and Sciences	This course is an overview of the principle social, political, economic, and global events which have shaped the American experience during the Cold War Era.
HST 205	ASIA HISTORY	3	College of Humanities and Sciences	This course provides a historical survey of Asia including India, China, Southeast Asia, Korea, and Japan. Emphasis is placed on the political, economic and social developments, and international relations.
HST 206	LATIN AMERICA	3	College of Humanities and Sciences	This course provides an historical survey Latin America with emphasis on political, economic and social developments, and international relations.

HST 275	GLOBAL CIVILIZATIONS TO 1500	3	College of Humanities and Sciences	This course surveys the establishment of civilizations throughout the world to the 1500s. Emphasis is on the principle social, cultural, political, economic, and global developments that influenced multiple civilizations.
HST 276	GLOBAL CIVILIZATIONS SINCE 1500	3	College of Humanities and Sciences	This course surveys global civilizations from Africa and the Americas to Eurasia to explore changes in communication, communities, demography, economics, environment, politics, religion, technology, warfare, and women.
HST 290	HISTORIANS AND HISTORY	3	College of Humanities and Sciences	This course introduces the study of history as a scholarly discipline emphasizing significant historians, sub-disciplines of the field, and the foundational methodological and theoretical tools of historians for History majors.
HST 320	HISTORY RESEARCH METHODS	3	College of Humanities and Sciences	This course focuses on research methods used in historical research and writing, and application of theories and methodologies to the analysis of historical materials. Emphasis is placed on research, writing, and critical thinking in historical contexts. For History majors only.

HST 337	MODERN EUROPE HISTORY	3	College of Humanities and Sciences	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.
HST 343	THE MIDDLE EAST	3	College of Humanities and Sciences	This course examines the history of the Middle East emphasizing the influence of the West and modernization on the socio-cultural, political, and economic dynamics of the Middle East in the 19th and 20th centuries.
HST 359	MODERN RUSSIA AND THE SOVIET UNION	3	College of Humanities and Sciences	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.
HST 408	COLONIAL AMERICA	3	College of Humanities and Sciences	This course examines the colonial period of American history to 1763. Emphasis is on the political, economic, social, and cultural history of the English colonies, with some consideration of Spanish, French, and other colonial regions in North America.

HST 409	AMERICAN REVOLUTION	3	College of Humanities and Sciences	This course examines the American Revolutionary period from 1763 to 1789. Emphasis is on the political, economic, social, and cultural history of the American Revolution, the military course of the war, the political administration of the conflict, and the cultural impact on all Americans; concluding with the development of the Constitution.
HST 440	VIETNAM WAR: THE AMERICAN EXPERIENCE	3	College of Humanities and Sciences	This course examines the American experience in the Vietnam War from 1945-1975. Building on a brief exploration of the colonial context that starts the war, the course will focus on the diplomatic and political course of the American war in Vietnam as well as the domestic consequences it wrought in the United States.
HST 498	HISTORY CAPSTONE	3	College of Humanities and Sciences	This capstone experience focuses on demonstrating history as a mode of discourse. Emphasis is placed on producing a capstone project that employs historical content, evidence, interpretation, and judgment using research methods, application of theories, critical reasoning, and precise historical writing. For History majors only.
HTT 200	HOSPITALITY: FOOD, SHELTER, AND FUN AWAY FROM HOME	3	School of Business	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 201	INTRODUCTION TO HOSPITALITY	3	School of Business	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	TRAVEL & TOURISM: WORK, PLEASURE, FOREVER ENRICHING	3	School of Business	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 211	HOSPITALITY, TRAVEL, AND TOURISM, SUPERVISION	3	School of Business	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	IT IN H, T, AND T: WHEN DISTRIBUTION JOINS AUTOMATION	3	School of Business	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 221	IT IN HOSPITALITY	3	School of Business	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	FINANCE FOR HOSP PROFESSIONALS: BED & BALANCE SHEETS	3	School of Business	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 231	FINANCE FOR HOSPITALITY PROFESSIONALS	3	School of Business	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	FOOD & BEVERAGE MANAGEMENT: EAT, DRINK, & BE HEALTHY	3	School of Business	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 241	FOOD AND BEVERAGE MANAGEMENT	3	School of Business	This course integrates the basic concept and practical skills related to foodservice operations, from the front office to the kitchen. It covers basic principles of purchasing and cost management of food and beverage, as well as menu planning, institutional food service, and quality control.
HTT 250	LODGING AND RESORT OPERATIONS:THERE'S ROOM IN THE INN	3	School of Business	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.
HTT 251	HOSPITALITY OPERATIONS	3	School of Business	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.
HUM 100	INTRO TO THE HUMANITIES I-THE ANCIENT WORLD TO MEDIEVAL TIME	3	College of Humanities and Sciences	An introduction to the arts through their expression in dominant themes of western culture. Concepts of nature and the individual in society are examined in the artistic works from the ancient world to medieval times. The course provides a framework for understanding and evaluating contemporary artistic endeavors.

HUM 102	INTRO TO THE HUMANITIES II RENAISSANCE TO THE PRESENT	3	College of Humanities and Sciences	An introduction to the arts through their expression in dominant themes of Western culture. Concepts of nature and the individual in society are examined in the artistic works from Renaissance to the present. This course provides a framework for understanding and evaluating contemporary artistic endeavors.
HUM 105	WORLD MYTHOLOGY	3	College of Humanities and Sciences	This course provides an overview of mythology and its relationship to ancient cultures and culture today. The course covers the purposes and types of myths; development of myths and mythological characters; the common elements of mythological structures; the predominant characteristics of heroes in myth; the conflicts heroes encounter, and how ancient heroes relate to heroes today.
HUM 111	CRITICAL AND CREATIVE THINKING	3	College of Humanities and Sciences	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 114	CRITICAL THINKING AND CREATIVE PROBLEM SOLVING	3	College of Humanities and Sciences	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 115	CRITICAL THINKING IN EVERYDAY LIFE	3	College of Humanities and Sciences	This is a critical thinking skills course focusing on developing the necessary tools and skills to analyze problems, make decisions, formulate well-supported points of view on key academic, social, and professional issues.
HUM 115OP	CRITICAL THINKING IN EVERYDAY LIFE	3	College of Humanities and Sciences	This is a critical thinking skills course focusing on developing the necessary tools and skills to analyze problems, make decisions, formulate well-supported points of view on key academic, social, and professional issues.
HUM 130	RELIGIONS OF THE WORLD	3	College of Humanities and Sciences	This course studies the major religions of the world. Topical areas include Buddhism, Christianity, Confucianism, Hinduism, Indigenous Cultures, Islam, Judaism, and Taoism. Students will be objectively studying the origins and major figures and comparing and contrasting each of the major religions.
HUM 150	INTRODUCTION TO FILM STUDIES	3	College of Humanities and Sciences	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.

HUM 176	MEDIA AND AMERICAN CULTURE	3	College of Humanities and Sciences	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.
HUM 186	MEDIA INFLUENCES ON AMERICAN CULTURE	3	College of Humanities and Sciences	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.
HUM 205	WORLD CULTURE AND THE ARTS	3	College of Humanities and Sciences	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.
HUM 300	THE GLOBAL VILLAGE	1	College of Humanities and Sciences	This course is an overview of the humanities in the twentieth century. The course covers the fine arts, war, philosophy, and social movements reflecting the developments of the information age as it moves to the communication age.

HUM 375CA	INTEGRATIVE STUDIES	3	College of Humanities and Sciences	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.
ICT 300	INFORMATION COMMUNICATION TECHNOLOGIES	3	College of Information Systems and Technology	This course provides the student with mastery of the application of several information communication technologies, including IP multimedia systems, machine to machine technologies, and voice over LTE.
ICT 400	GLOBAL NETWORKS AND THE INTERNET OF THINGS	3	College of Information Systems and Technology	In this course, students will apply information communication technologies to connect people and devices across global networks. The course includes concepts and skills used to connect devices of all types in the internet of things.
ICT 470	COMMUNICATION TECHNOLOGY CAPSTONE	3	College of Information Systems and Technology	This is the capstone course for information communication technology. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner. Students will demonstrate competency and skills in communications and networking technologies and systems analysis.

ICT 475	COMMUNICATION TECHNOLOGY INTERNSHIP	3	College of Information Systems and Technology	This is the capstone course for information storage management. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner within an internship or job placement site. Students will demonstrate competency and skills in communications and networking technologies and systems analysis in an internship or job placement site.
IM 300	DATA ORGANIZATION ARCHITECTURE	3	College of Information Systems and Technology	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	DATA MODELING	3	College of Information Systems and Technology	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.
IND 701	INDEPENDENT STUDY I	3	School of Advanced Studies	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.

INT 626	CAPSTONE	3	College of Criminal Justice and Security	Students will select and examine (with instructor approval) a critical area of redress in the intelligence community (IC). Students will develop and produce a capstone position paper that identifies, critically analyzes, and makes appropriate recommendations that addresses the identified issues.
ISCOM 305	SYSTEMS OPERATIONS MANAGEMENT	3	School of Business	This course outlines the main components of effective systems operations management. This includes effectively managing data collection, inventory optimization, operational procedures, information technology resources, and operational components for effective decision making.
ISCOM 361	PURCHASING AND PROCUREMENT	3	School of Business	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 370	STRATEGIC SUPPLY CHAIN MANAGEMENT	3	School of Business	This course will provide an overview of the strategic elements and functional relationships within manufacturing and service supply chains. Emphasis is placed on the integration of strategic planning, sourcing, operations, and logistics to achieve a sustainable competitive advantage.

ISCOM 374	INTEGRATED LOGISTICS MANAGEMENT	3	School of Business	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.
ISCOM 383	GLOBAL VALUE CHAIN MANAGEMENT	3	School of Business	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	SERVICE OPERATIONS MANAGEMENT	3	School of Business	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 424	END-TO END SUPPLY CHAIN MANAGEMENT	3	School of Business	This course prepares students to be effective managers in end-to-end supply chain management. This refers to tracking all segments of the supply chain beginning with capturing customer requirements to customer consumption and disposal. Special emphasis is placed on enhancing supply chain efficiencies through problem-solving methodologies including Six Sigma, Lean management. Students will also apply the principles of Supplier Relationship Management (SRM) and Customer Relationship Management (CRM) to make effective end-to-end supply chain decisions.

ISCOM 472	LEAN ENTERPRISE	3	School of Business	This course provides an overview of lean manufacturing practices within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection, and analysis of process performance data and the removal of those activities that are determined to be wasteful or non-essential.
ISCOM 473	GLOBAL SOURCING AND PROCUREMENT	3	School of Business	This course introduces students to the changing world of purchasing and its relationship to supply chains. It addresses purchasing operations and structures, strategic sourcing processes and the critical supply chain elements of managing supply chain inventory, information systems, as well as performance measurement and evaluation.
ISCOM 476	INTEGRATED SUPPLY CHAIN APPLICATIONS	3	School of Business	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.
IST 710	FOUNDATIONS OF INFORMATION SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course surveys the major content areas of information systems management that will be examined at various organizational levels of the Information Systems and Technology Specialization of the Doctor of Management program. The major content areas (IT domains) to be surveyed include information technology management, networking, Web, database, programming, and systems development. Upon completion of this course, the learners will be prepared to analyze, define, and research the unique management considerations of each domain within various organization levels.

IST 721	KNOWLEDGE WORKER INFORMATION SYSTEMS	3	School of Advanced Studies	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	INFORMATION TECHNOLOGY FOR TEAMS	3	School of Advanced Studies	Learners in this course will further evaluate the application of the domains studied in IST 721 and how those domains are applied in a team setting. The application of the program domains will be examined in the context of support necessary to implement various organizational team models, ranging from co-located teams to geographically distributed virtual teams. Upon completion of this course, the learner will be prepared to define and analyze issues related to the management and support of information technology necessary for organizational teams' operations.
IST 723	DEPARTMENTAL INFORMATION SYSTEMS	3	School of Advanced Studies	This course will continue the analysis of the application of the domains used by individuals and teams studied in previous content courses. The student will evaluate the application of the program domains to departmental operations and strategy. The student will research and evaluate information systems support techniques, both internal and external to the departmental interfaces.
IST 724	ORGANIZATIONAL INFORMATION SYSTEMS MANAGEMENT	3	School of Advanced Studies	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 IT domains within an organization.

IST 731	PARTNERSHIP AND INDUSTRY INFORMATION SYSTEMS	3	School of Advanced Studies	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 IT domains that must be considered when developing partnerships and common industry relationships.
IST 732	GLOBAL INFORMATION SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course extends the examination of the IT domains studied throughout the program to the global level. The learner will examine the application of the IT 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	INFORMATION SYSTEMS MANAGEMENT ARCHITECTURE	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to manage and lead the analysis and planning of strategic and tactical information systems that address the considerations of all IST domains examined in the IST specialization courses. Additionally, this course will include an examination of potential dissertation topics from the domains and spectrum of organizational levels explored in this program.
IT 200	DIGITAL SKILLS FOR THE 21ST CENTURY	3	College of Information Systems and Technology	Digital Skills for the 21st Century is a course focus on the impact of digital technology on today's businesses, the economy, and society. Rapid advances in technologies are creating benefits and efficiencies for those businesses that recognize their advantages and pitfalls, and harness them to its advantages; those who can't are left behind with competitive disadvantages. Today's workforce need to understand these trends, recognize key differences among features and approaches of these technologies, and apply them effectively. Specific topics in this course includes cloud computing, unified communication platforms, cyber security, social media and mobile computing.

IT 205	MANAGEMENT OF INFORMATION SYSTEMS	3	College of Information Systems and Technology	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	PC APPLICATIONS SUPPORT	3	College of Information Systems and Technology	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 210	FUNDAMENTALS OF PROGRAMMING WITH ALGORITHMS AND LOGIC	3	College of Information Systems and Technology	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 215	JAVA PROGRAMMING	3	College of Information Systems and Technology	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.

IT 218	INTRODUCTION TO C C++	3	College of Information Systems and Technology	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.
IT 230	COMPUTER NETWORKING	3	College of Information Systems and Technology	The fundamentals of networking and telecommunications are introduced in this course. Topics include the rationale of networking and its benefits and utilization within a business environment. Data and voice communications are covered broadly, as are connectivity protocols, including Transmission Control Protocol Internet Protocol (TCP IP). The Open Systems Interconnection (OSI) Reference Model, networking standards, and rationale are also presented. Primary network topologies of local area networks (LANs) and their connectivity to larger enterprise wide area networks (WANs) are studied within a business context.
IT 235	IMAGE EDITING AND IMPLEMENTATION	3	College of Information Systems and Technology	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 is required for this class.
IT 236	INTRO TO WEB DESIGN I	3	College of Information Systems and Technology	Introduction to web design concepts are taught, with an emphasis on producing viable web pages in a business and e-business contexts. Topics such as web page construction, layout, ease of navigation and performance are combined in the production of esthetically appealing web pages that implement artistic qualities in their use of style and color. The concept of XML coding and its linkage with HTML coded outputs are covered. The program, Macromedia Studio MX 2004 with Flash Pro MX 2004 Pro is used for the assignments in this class.

IT 237	INTRO TO WEB DESIGN II	3	College of Information Systems and Technology	Webpage creation using Hypertext markup language (HTML) will be employed. Focus will be on creating robust, well formatted, esthetically pleasing text-based web pages. Discussion of how to publish completed page to the web as well as advertisement of this page on the web will be covered.
IT 238	WEB SYSTEMS	3	College of Information Systems and Technology	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.
IT 240	INTRO TO LAN TECHNOLOGIES	3	College of Information Systems and Technology	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, basic networking security concepts.
IT 241	INTRO TO W-LAN TECHNOLOGIES	3	College of Information Systems and Technology	Concepts of wireless networking systems include wireless networking topologies, hardware protocols, hardware selection and implementation, interface with MAN, LAN and WAN networks, basic wireless security and integration concepts.

IT 242	INTRO TO WAN TECHNOLOGIES	3	College of Information Systems and Technology	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	INTRO TO IT SECURITY	3	College of Information Systems and Technology	Concepts of General IT security and its rationale will be introduced. Content includes 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.
IT 260	INTRO TO DESKTOP DATABASES	3	College of Information Systems and Technology	This course will cover the use desktop database software to create small database applications. Emphasis will be placed on creating databases and forms. Hands-on experience in the installation, design, and debugging of desktop database software will be included in this course.
IT 261	ADVANCED DESKTOP DATABASES	3	College of Information Systems and Technology	This course is a continuation in the study of desktop database software. Emphasis will be placed on database design, reporting, queries and data analysis using desktop database software.

IT 264	INTRODUCTION TO SQL	3	College of Information Systems and Technology	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	MANAGING THE DATABASE ENVIRONMENT	3	College of Information Systems and Technology	This course provides an introduction to the installation, configuration, support, availability and recovery of databases. The considerations for database administration addressing the requirements for user access, security, backup and recovery will be covered in this course.
IT 280	COMPUTER HARDWARE FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.
IT 282	COMPUTER SOFTWARE FUNDAMENTALS	3	College of Information Systems and Technology	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	ENTERPRISE COMPUTER SUPPORT	3	College of Information Systems and Technology	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	COMPUTER MAINTENANCE AND TROUBLESHOOTING	3	College of Information Systems and Technology	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.
JRN 310	INTRODUCTION TO JOURNALISM	3	College of Humanities and Sciences	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	RESEARCH FOR JOURNALISM	3	College of Humanities and Sciences	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	JOURNALISTIC WRITING I	3	College of Humanities and Sciences	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	JOURNALISTIC WRITING II	3	College of Humanities and Sciences	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	CONTROVERSIAL ISSUES IN JOURNALISM	3	College of Humanities and Sciences	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	STORTELLING: A MULTIMEDIA APPROACH	3	College of Humanities and Sciences	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.

LAW 421	CONTEMPORARY BUSINESS LAW	3	School of Business	This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.
LAW 531	BUSINESS LAW	3	School of Business	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.
LAW 531PR	BUSINESS LAW	3	School of Business	This course prepares students to evaluate the legal risks associated with business in Puerto Rico. Students will create proposals to manage a Puerto Rican organization's legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, property, intellectual property, legal forms of business in Puerto Rico, and governance.
LAW 562	LAW AND PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	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.

LAW 575	BUSINESS LAW FOR CONSULTANTS	3	School of Business	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.
LAW 731	LEGAL ASPECTS OF HIGHER EDUCATION	3	School of Advanced Studies	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.
LAW PA513	LAW AND PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	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 government jurisdictions. Other topics, at the state and local level, include enabling laws, regulatory review, open-meeting sunshine provisions, adjudication, and the Administrative Procedures Act.
LCO 336	ORGANIZATIONAL COMMUNICATION THEORY	3	College of Humanities and Sciences	This course identifies the nature of organizational communication and provides seminal organizational communication theories within the context of the traditional, interpretive, and critical perspectives. Students will gain knowledge of core theories along with the organizational dynamics of culture, diversity, and ethics. They will understand the effects of technology and innovation, along with power, conflict, organizational structure, and the need for organizations to develop informed organizational communication strategies.

LCO 348	ADVANCED GROUP COMMUNICATION AND LEADERSHIP	3	College of Humanities and Sciences	This course focuses on the issues of group dynamics and leadership encountered when dealing with complex, strategic, and critical public or corporate entities. It will build on the fundamentals of group dynamics and leadership, which were covered in previous courses, and provide advanced work in theory of groups and theory of leadership. Students will explore and analyze effective group interaction in task- oriented situations, and consider small-group structures and communication styles that influence the problem-solving process.
LCO 360	LEADERSHIP COMMUNICATION	3	College of Humanities and Sciences	This course examines strategies and best practices in communication as the core driver of effective leadership. Students will identify essential characteristics of leadership, understand leadership theories, and apply this knowledge in assessing their own leadership communication abilities, and developing and understanding of how content, channel, and leadership style affect and impact internal and external audiences.
LCO 372	LEADERSHIP COMMUNICATION ETHICS	3	College of Humanities and Sciences	This course will focus on the ethical challenges and responsibilities of being a competent leader and communicator in a diverse and changing world. Students will learn to apply ethical and moral leadership theory and reasoning to a variety of organizational communication processes and contexts.
LCO 465	CONFLICT MANAGEMENT	3	College of Humanities and Sciences	This course we will explore advanced methods for dealing with intrapersonal, interpersonal and group conflict. Students will investigate and apply the theoretical and practical aspects of situation assessment, conflict management, negotiation, and mediation, giving them opportunities to improve their communication, critical thinking, and problem solving skills.

LCO 480	SOCIAL MEDIA AND THE ORGANIZATION	3	College of Humanities and Sciences	This course will focus on the strategic implementation of social media tools as they relate to a firm's integrated marketing communication strategies. Students will learn how to effectively use social media to improve external communication, marketing and advertising by studying and analyzing websites, social media sites, and affiliate sites to determine how successful companies utilize social media to improve their communication and attract their target audience to achieve their business goals.
LDR 300	INNOVATIVE LEADERSHIP	3	School of Business	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.
LDR 531	ORGANIZATIONAL LEADERSHIP	3	School of Business	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 532	LEADING ORGANIZATIONAL DEVELOPMENT IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	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.

LDR 535	LEADING CHANGE	3	School of Business	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.
LDR 706	LEADERSHIP, MANAGEMENT, AND SUPERVISION	3	School of Advanced Studies	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.
LDR 711A	LEADERSHIP THEORY AND PRACTICE	3	School of Advanced Studies	In this course students explore their role as a scholar, practitioner, and leader from historical, theoretical, and applications-based content and framework-all within the context of critical reasoning, writing, and research. Students will develop doctoral-level critical analysis, evaluation, and synthesis skills as these apply in leadership practices within their organizations.
LDR 721	ETHICAL LEADERSHIP AND THE LEGAL LANDSCAPE	3	School of Advanced Studies	This course evaluates research on how legal environments in the global economy shape decision-making and ethical issues that emerge from disparate legal systems and practices. Topics include contemporary legal and ethical issues that impact the environment and workplace such as technology, social media, advertising, harassment, and diversity. The relationships among the law, corporate ethical standards and global business practices are analyzed.

LDR 722	ETHICAL LEADERSHIP AND THE LAW IN THE GLOBAL ENVIRONMENT	3	School of Advanced Studies	This course evaluates ethical and risk management issues emerging from disparate legal systems and practices in the global environment, with an emphasis on current world events. Topics include decision-making, cultural implications, and the management of economic, financial, and political risk. The relationships among the law, corporate ethical standards, and global business practices are analyzed.
LDR 726	THE DYNAMICS OF GROUP AND TEAM LEADERSHIP	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to use advanced leadership strategies for group communications, team building, and coaching skills to attain organizational objectives. Learners explore large group and smaller team dynamics and the ways in which the role of a leader is required to affect behavior. Emphasis is placed on the growing dependency on self-directed work teams in the workplace.
LDR 731	CONTEMPORARY ISSUES IN LEADERSHIP	3	School of Advanced Studies	This course explores successful leadership 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 in global organizations. The focus is on business results that encompass organizational learning; stakeholder satisfaction; and overall budgetary, financial, and market performance.
LDR 736	ARCHITECTURE OF LEADERSHIP	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to develop and maintain a strong orientation to the future and a commitment to improvement and innovation in creating and establishing new business models for attaining organizational goals, setting new short- and long-term directions, and achieving performance excellence. This course includes an assessment of how leaders address current and future impacts on society in a proactive manner and how leaders establish and accomplish ethical practices in all stakeholder interactions.

LEO 563	LAW ENFORCEMENT INTELLIGENCE OPERATIONS	3	College of Criminal Justice and Security	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	College of Criminal Justice and Security	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	STRATEGIC PLANNING FOR THE LAW ENFORCEMENT SECTOR	3	College of Criminal Justice and Security	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	TECHNOLOGY FOR THE LAW ENFORCEMENT EXECUTIVE	3	College of Criminal Justice and Security	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.

LIT 210	WORLD LITERATURE	3	College of Humanities and Sciences	This course covers fiction, drama, poetry, and essay by major world authors throughout history. Students will focus on literary devices and conventions of each literary genre through the following activities: matching exercises and literary matrices, short essays and literature evaluations on specified literature selections, and a final comparative essay of any two pieces of literature covered in the course.
LIT 235	SURVEY OF ENGLISH LITERATURE TO 1798	3	College of Humanities and Sciences	This course is a survey of English literature through 1798.
LIT 245	SURVEY OF ENGLISH LITERATURE SINCE 1798	3	College of Humanities and Sciences	This course is a survey of English literature since 1798.
LIT 255	SURVEY OF AMERICAN LITERATURE TO 1860	3	College of Humanities and Sciences	This course is a survey of American literature through 1860.

LIT 265	SURVEY OF AMERICAN LITERATURE SINCE 1860	3	College of Humanities and Sciences	This course is a survey of American Literature since 1860.
LIT 304	SHAKESPEARE	3	College of Humanities and Sciences	This course examines Shakespearean literature with a focus on significant plays still popular today. Students will discuss the influence of Shakespeare on literary, social, and theatrical concepts.
LIT 305	MAJOR AMERICAN NOVEL	3	College of Humanities and Sciences	This course examines the American novel through major genres and authors.
LIT 315	AMERICAN AUTOBIOGRAPHY	3	College of Humanities and Sciences	This course examines the American experience through the reading and interpretation of memoirs, autobiographies, journals, and diaries.

LIT 325	MODERN THEATRE	3	College of Humanities and Sciences	This course examines modern plays that represent the evolution of the theatre from Ibsen to the present day. Through analysis of significant works, students will explain the importance of the theatre to culture.
LIT 330	MODERN POETRY	3	College of Humanities and Sciences	This course examines poetry from the early 20th century to today. Through reading significant works of the modern period, students will be able to explain poetry as an expression of culture and its importance to society.
LIT 340	AFRICAN AMERICAN LITERATURE	3	College of Humanities and Sciences	This course explores African American literature. Topics may include the underlying historical experiences and cultural values of African Americans and how these express themselves in various literary forms.
LIT 375	LITERARY THEORY AND CRITICISM	3	College of Humanities and Sciences	This course introduces students to major literary theories in the discipline, from Structuralism to Post-modernism, for use in critical analysis.

LIT 410	LITERATURE OF THE FANTASTIC	3	College of Humanities and Sciences	This course examines the genre of science fiction and fantasy through notable authors and works.
LIT 420	COMIC BOOKS AND GRAPHIC NOVELS	3	College of Humanities and Sciences	This course examines the genre of comic books and graphic novels using analytical skills and literary theory to explore the development and impact of this medium on society.
LIT 430	THE ROMANTIC POETS	3	College of Humanities and Sciences	This course provides a more focused study of Romantic-era poets, such as Byron, Keats, and Shelley. Students will analyze Romantic authors using historical contexts and literary frameworks.
LIT 450	WOMEN WRITERS	3	College of Humanities and Sciences	This course examines women writers of poetry, short stories, and novels with a special emphasis on what distinguishes gender perspectives, and analytical frameworks in literature.

LTC 310	SOCIAL AND COMMUNITY RELATED PROGRAMS AND SERVICES	3	College of Health Sciences and Nursing	This course provides an overview of programs and products related to our rapidly expanding long-term care populations. Services designed to support the growing needs of long-term care populations and their support networks will be examined. The impact of health care trends on the future of the long-term care industry will be explored.
LTC 315	ALTERNATIVE LIVING ENVIRONMENTS	3	College of Health Sciences and Nursing	This course focuses on the various alternative living environments available for long-term care populations. Students will focus on understanding the continuum of care and alternative living environments available to meet the evolving needs of long-term care populations.
LTC 328	LEGAL PERSPECTIVES IN AGING	3	College of Health Sciences and Nursing	This course will focus on the legal and regulatory issues related to today's long-term care populations. Topics will include age discrimination, advocacy and autonomy, fraud and abuse, major life transitions, and end of life decision making.
MAT 001	MATH PLACEMENT EXAM A	0	College of Humanities and Sciences	This placement exam, which is not credit-bearing, is a pass/fail course that can be used to satisfy the content of MAT 116 or MTH 208, fulfilling the prerequisite needed for taking MAT 117 or MTH 209. To earn a passing grade, a student must receive a score of 60% or better.

MAT 002	MATH PLACEMENT EXAM B	0	College of Humanities and Sciences	This placement exam, which is not credit-bearing, is a pass/fail course that can be used to satisfy the content of MAT 117 or MTH 209, fulfilling the mathematics proficiency requirement. To earn a passing grade, a student must receive a score of 60% or better.
MAT 003	MATH PLACEMENT EXAM C	0	College of Humanities and Sciences	This placement exam, which is not credit-bearing, is a pass/fail course that can be used to satisfy the content of MAT 220 or MTH 220, fulfilling the mathematics proficiency requirement. To earn a passing grade, a student must receive a score of 60% or better.
MAT 109	HISTORY OF MATHEMATICS	1	College of Humanities and Sciences	This one-credit course introduces students to a survey of the history of mathematics, including the background of famous mathematicians from ancient to modern times and their specific contributions to mathematics. The format and content of the course is conceptual rather than technical.
MAT 116	ALGEBRA 1A	3	College of Humanities and Sciences	This course introduces basic algebra concepts and assists in building skills for performing specific mathematical operations and problem solving. Students will solve equations, evaluate algebraic expressions, solve and graph linear equations and linear inequalities, graph lines, and solve systems of linear equations and linear inequalities. These concepts and skills will serve as a foundation for subsequent business coursework. Applications to real-world problems are also explored throughout the course. This course is the first half of the college algebra sequence, which is completed in MAT 117, Algebra 1B.

MAT 117	ALGEBRA 1B	3	College of Humanities and Sciences	This course explores advanced algebra concepts and assists in building the algebraic and problem solving skills developed in Algebra 1A. Students will solve polynomials, quadratic equations, rational equations, and radical equations. These concepts and skills will serve as a foundation for subsequent business coursework. Applications to real-world problems are also explored throughout the course. This course is the second half of the college algebra sequence, which began with MAT 116, Algebra 1A.
MAT 205	FINITE MATH	3	College of Humanities and Sciences	This course introduces the concepts of finite mathematics, with a focus on real-world application. Students will explore linear functions and equations, linear programming, and the use and application of matrices. Mathematical applications of finance, statistics, and probability are also reviewed.
MAT 207	FUNDAMENTALS OF GEOMETRY	3	College of Humanities and Sciences	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, tools of geometry, and to recognize geometry as an axiomatic system.
MAT 219	INTRODUCTION TO COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 220	COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.
MAT 230	STATISTICS	3	College of Humanities and Sciences	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 applications and functions of statistical methods.
MAT 504	ADOLESCENT PSYCHOLOGY	3	College of Education	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	MIDDLE SCHOOL FOUNDATIONS AND PHILOSOPHY	3	College of Education	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.

MATH 500	MATHEMATICS: CURRICULUM AND ASSESSMENT	3	College of Education	This course explores curriculum, instructional techniques, and assessment strategies related to mathematics instruction. Participants identify the educational needs of students by investigating current instructional theory, National Council of Teachers of Mathematics Standards, and social issues that impact the mathematics classroom. Participants also develop skills in selecting and adapting instruction for diverse student populations with emphasis on classroom management skills as they relate to mathematics instruction.
MATH 501	MATHEMATICS: LINEAR ALGEBRA	3	College of Education	The purpose of this course is to provide an introduction to linear algebra, a branch of mathematics dealing with matrices and vector spaces. This course describes the use of linear algebra as a compilation of diverse, but interrelated ideas that provide a way of analyzing and solving problems in many applied fields. Linear algebra has three sides: computational techniques, concepts, and applications. One of the goals of this course is to help you master all facets of the subject and see the interplay among them. The material presented in this course involves theorems, proofs, formulas, and computations of various kinds.
MATH 502	MATHEMATICS: GEOMETRY	3	College of Education	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system.
MATH 503	MATHEMATICS: STATISTICS	3	College of Education	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 in this course. It examines the role of statistical analysis, terminology, the appropriate use of techniques, and interpretation of statistical findings through the applications and functions of statistical methods.

MBL 200	FOUNDATIONS OF MOBILE DEVICE MANAGEMENT	3	College of Information Systems and Technology	This course covers the basics of mobile device management and security. This course is aligned to the CompTIA Mobility+ certification and provides a foundational knowledge in the areas of disaster recovery and trouble shooting, mobile device trends and solutions, and over the air technologies.
MBL 400	MOBILE FUNDAMENTALS	3	College of Information Systems and Technology	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	ANDROID MOBILE DEVELOPMENT	3	College of Information Systems and Technology	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	ANDROID MOBILE IMPLEMENTATION	3	College of Information Systems and Technology	This course will continue to build on the fundamentals covered in Android Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.

MBL 406	IOS MOBILE DEVELOPMENT	3	College of Information Systems and Technology	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	IOS MOBILE IMPLEMENTATION	3	College of Information Systems and Technology	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	WINDOWS MOBILE DEVELOPMENT	3	College of Information Systems and Technology	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	WINDOWS MOBILE IMPLEMENTATION	3	College of Information Systems and Technology	This course will continue to build on the fundamentals covered in Windows Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.

MDT 520	FOUNDATIONS OF MEDIATION I	3	College of Social Sciences	This is the first part of the foundation course for the Mediation Conflict Management program that is designed to provide students with knowledge of the basic standards, principles, and skills needed for the practice of mediation. This course focuses on personal communication skills and the impact of conflict, emotions, and diversity on individual perceptions as they relate to the practice of mediation. This course combines lecture with a variety of application exercises in dyads and small groups, including mediation role-plays and related assessments.
MDT 521	FOUNDATIONS OF MEDIATION II	3	College of Social Sciences	This is the second segment of the foundation course for the Mediation Conflict Management program that is designed to provide students with knowledge of the basic standards, principles, and skills needed for the practice of mediation. This course focuses on specific stages in the mediation process including the opening statement, storytelling, issue identification, agenda setting, negotiation techniques, dealing with impasse, and creating a mediation agreement. In addition, ethics in mediation is addressed. This course combines lecture with a variety of application exercises in dyads and small groups, including mediation role-plays and related assessments.
MDT 522	CULTURAL AND GENDER DYNAMICS IN MEDIATION	3	College of Social Sciences	This course is an introduction to the complex ways in which cultural and gender issues impact mediation practice. Students will increase their understanding of cultural and gender-based challenges in the field of peacemaking and conflict resolution. They will enhance their communication and mediation skills to more effectively facilitate dispute resolution processes.
MDT 523	LEGAL AND ETHICAL ISSUES IN MEDIATION	3	College of Social Sciences	Students will examine the differences and similarities between practicing mediation and other professions, such as law and psychological counseling. Students will focus on the legal and ethical issues in mediation, especially conflicts of interest, mediator neutrality, confidentiality, mediator liability, and enforceability of mediation agreements. The course will address state licensing and certification requirements, statutes, and case law as they pertain to the professional and community-based volunteer mediators. Additionally, students will examine mediation codes of conduct and standards of practice.

MED 543	TEACHING METHODS: REMEDIAL MATHEMATICS	3	College of Education	This course is designed to provide participants with knowledge of standards-based pedagogical instructional practices to facilitate and enhance learning for students who struggle with mathematics. Participants examine diagnostic information on mathematics difficulties and strategies for systematic intervention and remediation. The assessment and evaluation of progress and meeting diverse learning needs is also explored.
MED 551	TEACHING METHODS: ELEMENTARY ART	3	College of Education	This course is designed to prepare participants to integrate the visual arts across elementary curriculum. The elements of art and principles of design, art methods, lesson planning, and classroom management techniques, with particular emphasis on diverse students, are examined. Participants draw, paint, make prints, and create sculptures appropriate for the elementary setting.
MED 552	TEACHING METHODS: ELEMENTARY LANGUAGE ARTS	3	College of Education	In this course, participants explore the theories, models, and strategies for teaching and learning the components of the language arts program for elementary school. Participants are provided opportunities to acquire knowledge and to apply strategies for teaching reading, writing, listening, speaking, viewing, and visual representing. Assessment in language arts is also examined.
MED 553	TEACHING METHODS: ELEMENTARY MATHEMATICS	3	College of Education	This course emphasizes content and process standards and pedagogical instruction that enhance learning in P-8 mathematics. Participants explore teaching mathematics through research-based practices, problem-solving, and developmentally effective instructional strategies. Participants also examine assessment techniques, technology tools, instructional leadership, diverse learning needs, and materials management.

MED 554	TEACHING METHODS: ELEMENTARY SCIENCE	3	College of Education	The purpose of this course is to prepare teachers to develop a balanced and articulated elementary school science program that promotes inquiry. An evaluation of texts and reference materials, development of hands-on activities and assessments, and the use of teacher-made materials and technology are among the topics discussed. Participants also evaluate resources for effective instructional strategies, including safety best practices.
MED 555	TEACHING METHODS: ELEMENTARY SOCIAL STUDIES	3	College of Education	This methods course is designed for elementary educators who teach social studies in the K-8 classroom. Participants learn to facilitate student-centered, differentiated learning. Participants explore hands-on strategies for designing and implementing cross-curricular work, integrating literacy, creating assessments, and incorporating 21st-century technology to engage learners.
MED 556	TEACHING METHODS: ELEMENTARY TECHNOLOGY	3	College of Education	The primary focus of this course is the integration of educational technology, particularly the identification of instructional technology to support student learning in an elementary setting. Participants explore, evaluate, select, and integrate the most effective forms of technology resources for student achievement. Another emphasis is on the role of the teacher as a technology leader.
MED 560	SECONDARY TEACHING METHODS	3	College of Education	This course focuses on enhancing learning at the secondary level. Current trends and issues affecting the secondary classroom are examined, including communication, collaboration, creativity, and critical thinking. Participants develop and evaluate standards-based instruction, curricular materials, and assessment strategies aligned to 21st-century skills.

MED 561	TEACHING METHODS: SECONDARY ART	3	College of Education	This course is designed to explore secondary art instruction. Participants learn to create relevant art lesson plans and assessments for diverse learners. Analyzing art, incorporating art from diverse perspectives, using technology for art instruction, and managing art activities in the classroom is also explored.
MED 563	TEACHING METHODS: SECONDARY MATHEMATICS	3	College of Education	This course provides participants with the knowledge of research and standards-based pedagogical instructional practice that facilitate learning in the secondary mathematics classroom. Participants explore diversity and equity, mathematics standards and curriculum, and technology integration, as critical components of planning for and implementing mathematics instruction and assessment. In addition, participants examine the importance of teacher reflection, instructional leadership, and professional development to continuously improve one's teaching of mathematics.
MED 564	TEACHING METHODS: SECONDARY SCIENCE	3	College of Education	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students 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 affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
MED 565	TEACHING METHODS: SECONDARY HISTORY SOCIAL STUDIES	3	College of Education	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.

MED 566	TEACHING METHODS: SECONDARY TECHNOLOGY	3	College of Education	The primary focus of this course is the integration of educational technology, particularly the identification of instructional technology to support student learning in a secondary setting. Participants explore, evaluate, select, and integrate the most effective forms of technology resources for student achievement. Another emphasis is on the role of the teacher as a technology leader.
MED 570	TEACHING METHODS: READING THROUGH THE ARTS	3	College of Education	During this course, participants address ways to incorporate the arts into the classroom in order to motivate students and to meet the needs of all learners. Emphasis is placed on supporting and enhancing student learning in English, language arts, and reading through integration of the arts. By investigating a variety of resources and techniques, participants develop methods to communicate creatively with and through the arts.
MED 571	TEACHING METHODS: MATHEMATICS THROUGH THE ARTS	3	College of Education	This course is designed for the elementary classroom, the mathematics lab, and some high school classrooms. This course examines how the different art disciplines apply to processing mathematics concepts. Participants learn to integrate the arts into mathematics instruction, create and adapt lessons for diverse populations, and utilize technology tools and resources for instruction. Participants create materials for use in their respective classrooms and grade levels.
MED 575	TEACHING METHODS: MATHEMATICS ASSESSMENT	3	College of Education	This course promotes the understanding of instructional methods for student assessment in the K-8 mathematics classroom. Participants select, develop, manage, and evaluate assessment tools aligned to Common Core State Standards and mathematical practices. Particular emphasis is given to implementing timely, relevant, and thoughtful assessment and providing ongoing feedback.

MFCC 536	CHILD THERAPY	3	College of Social Sciences	This course exposes students to a variety of models in the treatment of children and adolescents, including the developmental variables that may have an effect on behavior and family intervention. Systemic approaches to treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, families in crisis, fire setting, school phobia, and other behavior and learning problems are explored.
MFCC 537	CHILD AND ADOLESCENT COUNSELING	3	College of Social Sciences	This course exposes students to a variety of models in the treatment of children and adolescents, including the developmental variables that may have an effect on behavior and family intervention. Systemic approaches to treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, families in crisis, fire setting, school phobia, and other behavior and learning problems are explored.
MFCC 551	LEGAL AND ETHICAL ISSUES IN MARRIAGE AND FAMILY THERAPY	3	College of Social Sciences	This course covers legal and ethical responsibilities of the marriage and family counselor, including codes of ethics and laws governing mental health professionals. Emphasis is placed on the principles governing client rights, duty to warn and protect, multiple relationships, and application in special situations and with special populations; students learn how to interpret and act appropriately in a wide variety of situations.
MFCC 551CA	LEGAL AND ETHICAL ISSUES IN MARRIAGE AND FAMILY THERAPY	3	College of Social Sciences	This course covers legal and ethical responsibilities of the marriage and family counselor, including California state laws governing mental health professionals. Emphasis is placed on the current legal patterns and trends governing client rights, duty to warn, duty to protect, treatment of minors, parent consent, multiple relationships, and application in special situations and with special populations. Students learn how to interpret and act appropriately in a wide variety of ethical situations as well as recognize and explore the relationship between a practitioner's sense of self and human values and his or her professional behavior and ethics.

MFCC 552	LEGAL AND ETHICAL ISSUES IN MARRIAGE AND FAMILY THERAPY	3	College of Social Sciences	This course covers legal and ethical responsibilities of the marriage and family counselor, including codes of ethics and laws governing mental health professionals. Emphasis is placed on the principles governing client rights, duty to warn and protect, multiple relationships, and application in special situations and with special populations; students learn how to interpret and act appropriately in a wide variety of situations.
MFCC 556	FAMILY SYSTEMS THEORY	3	College of Social Sciences	This course provides an overview of the development of family systems theory as a discipline and the therapeutic approaches that have emerged. Fundamental assumptions and concepts of general systems theory are introduced and contrasted with individual theories of psychology. The historic development of family systems thinking is explored. Evolving therapeutic models are introduced and contrasted with family systems concepts. In this course, students will explore the major systems theories' approaches to diagnosis, treatment, and change and explore ethnic differences in family patterns and attitudes toward therapy. Critiques of systems theory and research issues are discussed.
MFCC 561	FAMILY INTERVENTIONS	3	College of Social Sciences	This course introduces fundamental concepts and practices that underlie couples and family therapy in human systems. It teaches an integrative approach to the treatment of the broad range of presenting problems that arise within marriage and family relationships. The course will introduce culture-specific interventions used for the treatment of culturally different families.
MFCC 562	COUPLES COUNSELING	3	College of Social Sciences	This course provides students with intensive skill building in working with couples using current developmental and systemic modes. The relationship between theory, interventions, and treatment goals are addressed including communication strategies, managing stress and conflict, and effectively promoting decision-making and problem-solving strategies. Students have opportunities to practice and demonstrate these skills using culturally-diverse case studies.

MFCC 566	ADVANCED MARRIAGE AND FAMILY THERAPY	3	College of Social Sciences	This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families. Students will go through the process, from intake to termination, of working with a family in a role-play setting incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Family interventions will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.
MFCC 567	SEMINAR IN MARRIAGE AND FAMILY COUNSELING	3	College of Social Sciences	This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families. Students will go through the process, from intake to termination, of working with a family in a role-play setting incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Family interventions will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.
MFCC 591	PRE-PRACTICUM IN MARRIAGE AND FAMILY COUNSELING	3	College of Social Sciences	This course focuses on the assessment and continuing development of student counseling and clinical documentation skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions, case management skills, and feedback are designed into the course.
MFCC 5910	ORIENTATION TO PRACTICUM IN MARRIAGE AND FAMILY COUNSELING	0	College of Social Sciences	This course is an orientation to the pre-practicum and practicum courses.

MFCC 592	PRACTICUM	3	College of Social Sciences	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.
MFCC 597A	INTERNSHIP A	3	College of Social Sciences	The Marriage Family Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage family child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 597B	INTERNSHIP B	3	College of Social Sciences	The Marriage Family Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage family child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 597C	INTERNSHIP	3	College of Social Sciences	Students in Arizona, Hawaii, and Nevada must take a third component course to complete the 300-hour (minimum) clinical experience, which has been divided into three fifteen-week parts (A, B, and C), and which comprises Portfolio III of the counseling portfolio series. Student interns are placed in an approved mental health site and receive supervision from an approved site supervisor. In addition, interns meet weekly with their faculty supervisor and internship group to review their clinical work and to receive instruction and share information on related professional issues, including the role and function of supervision, clinical intakes, terminations, case notes, case presentations, and services offered by their internship sites. Interns will also evaluate their growth through the internship and develop a professional resume.

MFCC 599A	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING A	3	College of Social Sciences	The Marriage Family Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage family child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 599B	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING B	3	College of Social Sciences	The Marriage Family Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage family child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 599C	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING C	3	College of Social Sciences	The Marriage Family Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage family child counseling services to clients under the direction of an approved licensed site supervisor.
MGT 230	MANAGEMENT THEORY AND PRACTICE	3	School of Business	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 312	ORGANIZATIONAL BEHAVIOR FOR MANAGERS	3	School of Business	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 314	HOSPITALITY ENTREPRENEURSHIP	3	School of Business	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 317	CRITICAL SKILLS IN MANAGEMENT	3	School of Business	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 330	MANAGEMENT THEORY, PRACTICE, AND APPLICATION	3	School of Business	This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.

MGT 360	GREEN AND SUSTAINABLE ENTERPRISE MANAGEMENT	3	School of Business	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 371	LODGING MANAGEMENT	3	School of Business	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 373	EVENTS AND RECREATION MANAGEMENT	3	School of Business	This course explores the dynamic field of convention management and recreation businesses. Convention related topics include meeting planning, exhibit management, and event management. Recreation and leisure topics include sporting events and activities, resort offerings, and entertainment. Upon completion of this course students will be able to plan recreational programs and events.
MGT 380	ORGANIZATIONAL CHANGE MANAGEMENT	3	School of Business	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 401	SMALL BUSINESS: STRUCTURE, PLANNING, FUNDING	3	School of Business	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	INNOVATIVE AND CREATIVE BUSINESS THINKING	3	School of Business	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	EVALUATING NEW BUSINESS OPPORTUNITIES	3	School of Business	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	MANAGING QUALITY IN THE SUPPLY CHAIN	3	School of Business	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	MANAGING CHANGE IN THE WORKPLACE	3	School of Business	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.
MGT 434	EMPLOYMENT LAW	3	School of Business	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.
MGT 445	ORGANIZATIONAL NEGOTIATIONS	3	School of Business	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.
MGT 448	GLOBAL BUSINESS STRATEGIES	3	School of Business	The manager's 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. (3 credits; 5 weeks) Prereq: none

MGT 455	RISK MANAGEMENT IN THE HOSPITALITY INDUSTRY	3	School of Business	This course provides a framework for assessing risk from the hospitality management perspective. Students will evaluate various risk evaluation tools as appropriate for different components of the hospitality industry. Special emphasis is placed on the assessing risk, the risk management process, risk evaluation, preventative planning.
MGT 465	SMALL BUSINESS AND ENTREPRENEURIAL PLANNING	3	School of Business	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.
MGT 470	SUSTAINABLE ENTERPRISE PLANNING	3	School of Business	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.
MGT 498	STRATEGIC MANAGEMENT	3	School of Business	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 521	MANAGEMENT	3	School of Business	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 develop an increased awareness of their own perceptions and values in order to manage and communicate with others more effectively. Other topics include graduate business program goals, argument construction, decision making, collaboration, and academic research.
MGT 522	PUBLIC ADMINISTRATION-INSTITUTIONS AND PROCESSES	3	College of Criminal Justice and Security	This course applies the tools available to UOP 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 527	CONSULTING	3	School of Business	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.
MGT 538	MANAGING IN A CROSS-CULTURAL ENVIRONMENT	3	School of Business	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-boarder organization. Other topics include cross-cultural communication, differences in decision making, values, motivation, and leadership.

MGT 539	THE GLOBAL ECONOMY	3	School of Business	This course examines the national and global issues that fundamentally change the nature of business functions. Students will investigate strategies and solutions that improve opportunities for economic mobility. Other topics include international business and trade, global marketing, and the role of government policies on organizations.
MGT 557	NEGOTIATION, POWER, AND POLITICS	3	School of Business	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.
MGT 567	ETHICS AND SOCIAL RESPONSIBILITY	3	School of Business	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.
MGT 572	PUBLIC POLICY PLANNING AND IMPLEMENTATION	3	College of Criminal Justice and Security	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	PUBLIC ADMINISTRATION APPLIED PROJECT	3	College of Criminal Justice and Security	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 598	CONSULTING PROJECT	3	School of Business	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.
MGT 711	STRATEGIC OPPORTUNITIES IN AN INTERNET-BASED GLOBAL ECONOMY	3	School of Advanced Studies	This course evaluates models for creating economically viable global businesses using the technology of the Internet. Topics include assessing successful e-business and management models, evaluating and summarizing the macroeconomic and societal factors that contribute to the success of business strategy in a global environment. Outcomes include developing a strategic e-business plan and creating solutions and recommendations for global e-businesses.
MGT 716	MANAGEMENT PHILOSOPHIES	3	School of Advanced Studies	Completion of this research-based course will empower learners to explore, analyze, and critically evaluate historical and current management philosophies and theories. The course focus is on understanding, designing, and executing sustainable management strategies that meet the demands of domestic and global competition.

MGT 721	MANAGING THE RISKS IN A GLOBAL ENVIRONMENT	3	School of Advanced Studies	This course evaluates alternative practices to manage risk in a global environment. Topics include measuring cultural implications, as well as economic, financial, and political risks. Students will utilize models to evaluate instruments of global investment and predict where to invest internationally.
MGT 726	EMERGING MANAGERIAL PRACTICES	3	School of Advanced Studies	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.
MGT 736	CONTEMPORARY SYSTEMS MANAGEMENT	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to manage and lead complex organizations through strategic decision making, resulting in business plans. Learners focus on extended systems and theoretical and practical frameworks for systematically managing organizations.
MGT TM562	LEVERAGING TECHNOLOGY IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	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.

MGTP 312	ORGANIZATIONAL BEHAVIOR FOR MANAGERS	3	School of Business	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.
MGTX 572	PUBLIC POLICY PLANNING AND IMPLEMENTATION	3	College of Criminal Justice and Security	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.
MGTX 582	PUBLIC ADMINISTRATION APPLIED PROJECT	3	College of Criminal Justice and Security	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.
MKT 310	PERSONAL SELLING	3	School of Business	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 320	BUSINESS-TO-BUSINESS SALES MANAGEMENT	3	School of Business	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.
MKT 360	SALES FORCE MANAGEMENT	3	School of Business	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.
MKT 411	GREEN MARKETING	3	School of Business	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 421	MARKETING	3	School of Business	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 431	SMALL BUSINESS MARKETING	3	School of Business	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 435	CONSUMER BEHAVIOR	3	School of Business	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 438	PUBLIC RELATIONS	3	School of Business	This course provides an introduction to the field of public relations. Topics covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship building strategies; and ethics and public relations. (3 credits; 5 weeks)
MKT 440	FUNDAMENTALS OF DIGITAL MARKETING	3	School of Business	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 441	MARKETING RESEARCH	3	School of Business	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 443	SOCIAL MEDIA MARKETING	3	School of Business	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 444	HOSPITALITY MARKETING	3	School of Business	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.
MKT 446	SEARCH ENGINE OPTIMIZATION	3	School of Business	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	ADVERTISING AND CREATIVE STRATEGY	3	School of Business	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	WEB ANALYTICS FOR DIGITAL MARKETING	3	School of Business	This course prepares students to understand the appropriate web analytics technologies associated with digital marketing and the key performance indicators and metrics used to determine performance. After completion of this course, students will be able to determine appropriate key performance indicators, apply analytics to segmented strategies, create web analytics reports, and understand research and testing in social media analytics.
MKT 455	INTERNET MARKETING	3	School of Business	This course examines the impact of the Internet on traditional marketing methods and how it has transformed the contemporary marketing landscape. Emphasis will be placed upon the uses of the Internet for the marketing of goods, services, information, and the impact of Internet technology on marketing strategy and practices. The course examines strategies for Internet marketing and analyzes customer relationship management models and applications in the B2B (business to business) and B2C (business to consumer) environments.
MKT 468	CUSTOMER RELATIONSHIP MANAGEMENT	3	School of Business	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.

MKT 498	INTEGRATED MARKETING STRATEGY	3	School of Business	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 544	INTEGRATED MARKETING COMMUNICATIONS	3	School of Business	This course prepares students to apply integrated marketing communications as part of a strategic marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.
MKT 552	TECHNOLOGY APPLICATIONS & E-MARKETING	3	School of Business	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 554	CONSUMER BEHAVIOR	3	School of Business	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 562	ADVANCED INTERNATIONAL MARKETING	3	School of Business	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 571	MARKETING	3	School of Business	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 575	MARKETING STRATEGY	3	School of Business	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	PUBLIC RELATIONS	3	School of Business	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.

MKT 593	PRODUCT DESIGN AND DEVELOPMENT	3	School of Business	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.
MKT 711	MARKETING AND MANAGING THE CUSTOMER RELATIONSHIP	3	School of Advanced Studies	This course evaluates how decision makers manage their relationship with their customers and apply their marketing knowledge to the development of products and services. Topics include the prediction of demand in global markets, managing product development, and the role of Internet-based customer information.
MKT GM571	INTERNATIONAL MARKETING	3	School of Business	This course prepares students to apply international marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment presented across international borders. Topics include global market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.
MKT SB571	SMALL BUSINESS MARKETING	3	School of Business	This course prepares students to apply marketing concepts to create sustainable customer value. Students learn to solve small business marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations within limited budgets.

MKT TM571	MARKETING HIGH TECHNOLOGY PRODUCTS	3	School of Business	This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Students will also create business and ethical justifications for products that are technologically possible. Other topics include technology and market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.
MLFC 560	HISTORICAL AND CULTURAL PERSPECTIVES OF THE MILITARY	3	College of Social Sciences	This course focuses on understanding the historical and cultural perspectives of the military. The unique characteristics of military life, the effect on individuals in military families, and the differences between required service during the draft and voluntary service since the early 1970s are presented. Issues such as military jargon, differences between the services, rank and pay-grade categories, and culture are covered. In addition, the course provides an overview of the need for additional mental health services and trained mental health professionals who can work with military families. Ethical and legal issues involved in counseling military families are also introduced.
MLFC 561	DEPENDENCY AND ADDICTIONS	3	College of Social Sciences	This course addresses addiction concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with diverse populations.
MLFC 565	FAMILY, COUPLE AND CHILD COUNSELING	3	College of Social Sciences	This course is an overview of models in the intervention and treatment of children, adolescents, and families. Students address integrative approaches to assessment and diagnosis in family therapy and explore systemic approaches to treatment of issues common to families and children in clinical settings. Additionally, students contrast fundamental assumptions of systems theory with intrapsychic theories.

MLFC 566	GRIEF LOSS AND TRANSITION ISSUES FOR MILITARY FAMILIES	3	College of Social Sciences	This course focuses on the transitions that military family members face regularly and discusses the experiences of bereavement and grief usually associated with these transitions. Frequent family disruptions, such as the deployment cycle and its effect on the family, are reviewed. A foundational model is presented where all transitions are understood by clinicians and by the families with which they are working. Coping and counseling strategies are presented to assist families through the cycles and transitions. Trauma and posttraumatic stress issues are also presented.
MLFC 567	COUNSELING MILITARY FAMILIES	3	College of Social Sciences	This course focuses on the strengths, vulnerabilities, and capabilities of a military family, including the unique aspects of guard and reserve families. The family systems model is used to address issues that different family members face, including spouses, children, and families of unmarried service members. Parenting issues relevant to military families are also addressed. During the course, local resources are explored to assist families throughout their military service.
MLFC 568	ASSESSMENT AND INTERVENTION STRATEGIES FOR MILITARY FAMILIES	3	College of Social Sciences	The focus of this course is on the assessments and interventions used to work with military families. When providing assessments and interventions, it is crucial to understand that the military has a distinct culture. This course explores how professionals can address the stigma associated with service members seeking mental health care, which may deter them from receiving therapy. Ethically and culturally appropriate, theory-based assessment and interventions strategies are explored. In addition, current research on best practices is considered, and case conceptualizations are required.
MLF-CN 560	MILITARY FAMILY COUNSELING: MILITARY HISTORY AND CULTURE	3	College of Social Sciences	This course is designed to focus on understanding the historical and cultural perspectives of the military. Participants examine the unique characteristics of military life, the effect on individuals in military families, and the differences between required service during the draft and voluntary service since the early 1970s. Topics such as military jargon, differences between the services, rank and pay-grade categories, and other basic information related to military culture are covered. In addition, participants explore the need for additional mental health services and trained mental health professionals who can work with military families. Ethical and legal issues involved in counseling military families are also addressed.

MPA 503	PUBLIC ADMINISTRATION INSTITUTIONS AND PROCESSES	3	College of Criminal Justice and Security	This course applies the tools available to UOPX graduate students and the competencies of successful managers to understand the functions of public administration. Students will understand the relationship 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.
MPA 533	LEADING ORGANIZATIONAL CHANGE IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of shared decision making between appointed and elected officials in a political environment. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
MPA 543	DATA ANALYSIS FOR PUBLIC POLICY AND MANAGEMENT	3	College of Social Sciences	This course prepares students to analyze information and present it appropriately to diverse stakeholder groups. Students will collect and analyze primary and secondary data to measure effectiveness and efficiency in the delivery of public sector goods and services. Other topics, at the state and local level, include pretesting, post testing, correlation, and forecasting.
MPA 553	PUBLIC FINANCE	3	College of Social Sciences	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 include, at the state and local level, revenue sources, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and basic micro- and macroeconomic variables.

MPA 563	PUBLIC BUDGETING	3	College of Social Sciences	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 include budgetary decision making, basics of government and not-for-profit accounting, reporting, capital and operating expenditures, and inter-period equity.
MPA 573	PROGRAM EVALUATION	3	College of Social Sciences	This course prepares students to apply techniques to evaluate public sector programs. Students will be evaluating public sector programs using analytical tools. Other topics, at the state, county and local level, include measures of effectiveness, benchmarks, baselines, performance standards, and customized stakeholder communication and collaboration.
MPA 583	PUBLIC POLICY PLANNING AND IMPLEMENTATION	3	College of Social Sciences	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 alternative evaluation, and stakeholder conflicts.
MPA 593	PUBLIC ADMINISTRATION APPLIED PROJECT	3	College of Social Sciences	Students are required to apply the knowledge learned in the MPA program to a cumulative project.

MPA TM543	LEVERAGING TECHNOLOGY IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	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 and extranet, and data maintenance and retrieval.
MSA 501	MANAGING THE BUSINESS ENVIRONMENT	3	School of Business	This course begins an introductory sequence to ensure students are successful in their graduate business program. The topics include a broad overview of the business environment, including the concepts of management and operations, organizational behavior, human resources, information systems, ethics and the legal environment.
MSA 502	THE EXTERNAL FACTORS THAT IMPACT BUSINESS	3	School of Business	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, business strategy, and marketing.
MSA 503	ACCOUNTING AND FINANCIAL DECISION MAKING	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of economics, accounting, and business finance. Students learn practical applications for economics, accounting, and business finance in their professional lives through the integration of fundamental concepts and the analysis of actual business events.

MTE 500	ORIENTATION TO THE SPECIAL EDUCATION CERTIFICATION PROGRAM	0	College of Education	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. Check with your local campus to see if this course is required as part of the special education certificate program.
MTE 501	THE ART AND SCIENCE OF TEACHING	2	College of Education	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 502	ORIENTATION TO THE CTEL PROGRAM	0	College of Education	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.
MTE 503	ORIENTATION TO ALT PATHWAY CERTIFICATE	0	College of 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 the Student Teacher Performance Assessment will be discussed.

MTE 504	ASSESSMENT OF EFFECTIVE TEACHING	1	College of Education	This course focuses on assessing the skills necessary for effective teaching. Candidates will plan for instruction, use engaging strategies, and assess student learning, while providing necessary artifacts to support and display the candidate's content knowledge of teaching.
MTE 505	CHILD AND ADOLESCENT DEVELOPMENT	3	College of Education	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 506	CHILD AND ADOLESCENT DEVELOPMENT	2	College of Education	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 506CA	CHILD AND ADOLESCENT DEVELOPMENT	2	College of Education	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 507	ORIENTATION TO TEACHER EDUCATION	0	College of 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 507CA	ORIENTATION TO TEACHER EDUCATION	0	College of 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	MODELS, THEORIES AND INSTRUCTIONAL STRATEGIES	3	College 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.
MTE 518CA	MODELS, THEORIES, AND INSTRUCTIONAL STRATEGIES	3	College 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.

MTE 520	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	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 520CA	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	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 522	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	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 522CA	MAINTAINING AN EFFECTIVE LEARNING CLIMATE FOR ELEM SETTINGS	3	College of Education	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 523	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	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 523CA	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	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 528CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: VISUAL ARTS	3	College of Education	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 529	READING AND PHONOLOGICAL THEORY	2	College of Education	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 531	CURRICULUM CONST & ASSMT: HISTORY SOCIAL SCIENCE	2	College of Education	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 531CA	CURRICULUM CONST & ASSMT: HISTORY AND SOCIAL SCIENCE	2	College of Education	This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.
MTE 532	CURRICULUM CONSTRUCTS AND ASSESSMENT: SCIENCE & MATHEMATICS	4	College of Education	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 532CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: SCIENCE & MATHEMATICS	4	College of Education	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 533	CURRICULUM CONSTRUCTS AND ASSESSMENT:SCIENCE AND MATHEMATICS	4	College of Education	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 533CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: SCIENCE AND MATH	4	College of Education	This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.
MTE 534	CURRICULUM CONST & ASSMT: VISUAL AND PERFORMING ARTS	2	College of Education	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 534CA	CURRICULUM CONST & ASSMT: VISUAL AND PERFORMING ARTS	2	College of Education	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 536	CHILDREN'S LITERATURE	3	College of Education	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 537	CURRICULUM CONST & ASSMT: PHYSICAL EDUCATION and HEALTH	2	College of Education	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.
MTE 537CA	CURRICULUM CONST & ASSMT: PHYSICAL EDUCATION AND HEALTH	2	College of Education	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 are explored.
MTE 539	CURRICULUM CONST & ASSMT: SECONDARY METHODS	3	College of Education	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 541	LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS	2	College of Education	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.
MTE 541CA	LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS	2	College of Education	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.
MTE 543	CURRICULUM CONST & ASSMNT: SECONDARY VISUAL & PERFORMING ART	3	College of Education	This course explores the application of basic instructional met content areas and strategies of teaching the visual and performing arts in middle school and high school. Participants identify the educational needs of secondary students by exploring current instructional theory, National and state standards, assessment practices, and social issues that impact the arts in the classroom. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills as they relate to visual and performing arts instruction.
MTE 544	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY MATHEMATICS	3	College of Education	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 544CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY MATHEMATICS	3	College of Education	This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.
MTE 546	CURRICULUM CONST & ASSMT: SECONDARY ENGLISH LANGUAGE ARTS	3	College of Education	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 546CA	CURRICULUM CONST & ASSMT: SECONDARY ENGLISH LANGUAGE ARTS	3	College of Education	This course explores the application of basic instructional methods to the content area of English language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 547	CURRICULUM CONST & ASSMT: SECONDARY HISTORY SOCIAL SCIENCE	3	College of Education	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 547CA	CURRICULUM CONST & ASSMT: SECONDARY HISTORY SOCIAL SCIENCE	3	College of Education	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 548	CURRICULUM CONST & ASSMT: SECONDARY SCIENCE	3	College of Education	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 548CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY SCIENCE	3	College of Education	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 549	CURRICULUM CONST & ASSMT: DISTANCE EDU METHODS FOR SEC SCHL	2	College of Education	This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.

MTE 550	CURRICULUM CONSTRUCTS AND ASSESSMENT: GLOBAL LANGUAGES	3	College of Education	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 550CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: GLOBAL LANGUAGES	3	College of Education	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 551	CURRICULUM CONSTRUCTS AND ASSESSMENT: PHYSICAL EDUCATION	3	College of 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 551CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: PHYSICAL EDUCATION	3	College of 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 553	INSTRUCTION AND ASSESSMENT OF ENGLISH LANGUAGE LEARNERS	3	College of Education	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 556	CURR CONSTR & ASSESS: DISTANCE ED METHODS FOR SEC SCHOOLS	3	College of Education	This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.
MTE 557	LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS	3	College of Education	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.
MTE 559	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY METHODS	3	College of Education	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 560	CURRICULUM CONSTRUCTS & ASSESSMENT: SECONDARY HEALTH SCIENCE	3	College of Education	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 560CA	CURRICULUM CONST & ASSMT: SECONDARY HEALTH SCIENCE	3	College of Education	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 561	ACTION RESEARCH	3	College of Education	This course focuses on the foundations of educational research. The purpose of research as it impacts decision-making and educational practices will be explored. Students are introduced to the various elements of an action research proposal including problem and purpose statements, writing style, literature review, research design, data collection, and data analysis. The purpose of statistics, as applied to educational research, is introduced; inferential and descriptive measures are examined. Students also identify ethical issues related to research including basic theory and practice, professional codes of ethics, government regulations, confidentiality, and research using human subjects.
MTE 561CA	ACTION RESEARCH	3	College of Education	This course focuses on the foundations of educational research. The purpose of research as it impacts decision-making and educational practices will be explored. Students are introduced to the various elements of an action research proposal including problem and purpose statements, writing style, literature review, research design, data collection, and data analysis. The purpose of statistics, as applied to educational research, is introduced; inferential and descriptive measures are examined. Students also identify ethical issues related to research including basic theory and practice, professional codes of ethics, government regulations, confidentiality, and research using human subjects.

MTE 562	ASSESSMENT AND EVALUATION	3	College of Education	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 562CA	ASSESSMENT AND EVALUATION	3	College of Education	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.
MTE 564	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY MATHEMATICS	3	College of Education	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 564CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY MATHEMATICS	3	College of Education	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	CURRICULUM CONST & ASSMT: SECONDARY ENGLISH LANGUAGE ARTS	3	College of Education	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 566CA	CURRICULUM CONST & ASSMT: SECONDARY ENGLISH LANGUAGE ARTS	3	College of Education	This course explores the application of basic instructional methods to the content area of English language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations
MTE 567	CURRICULUM CONST & ASSMT: SECONDARY HISTORY SOCIAL SCIENCE	3	College of Education	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 567CA	CURRICULUM CONST & ASSMT: SECONDARY HISTORY SOCIAL SCIENCE	3	College of Education	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	CURRICULUM CONSTRCTS AND ASSESSMENT: SECONDARY SCIENCE	3	College of Education	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 569CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY SCIENCE	3	College of Education	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 571	INTERNSHIP	3	College of Education	This internship course emphasizes the practical application of educational theories and methods. The first internship course will focus on the following topics: the internship experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision making, analyzing learning results, reflection and self-evaluation. The course also provides a forum for open discussion and problem solving based on internship classroom experiences.
MTE 572	INTERNSHIP II	1	College of Education	This internship course emphasizes the practical application of educational theories and methods. The second internship will build upon the following topics: the internship experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision making, analyzing learning results, reflection and self- evaluation. The course also provides a forum for open discussion and problem solving based on internship classroom experiences.

MTE 573	INTERNSHIP III	1	College of Education	This internship course emphasizes the practical application of educational theories and methods. The third internship will conclude the following topics: the internship experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision making, analyzing learning results, reflection and self-evaluation. The course also provides a forum for open discussion and problem solving based on internship classroom experiences.
MTE 580	CURRICULUM CONSTRUCTS & ASSESSMENT: SECONDARY BUS & MKTNG	3	College of Education	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 583	STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
MTE 586	STUDENT TEACHING, PART A	4	College of Education	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	STUDENT TEACHING, PART B	4	College of Education	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 588	STUDENT TEACHING: PART A	4	College of Education	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 589	STUDENT TEACHING: PART B	4	College of Education	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 590	STUDENT TEACHING	3	College of Education	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.

MTE 598	STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
MTE 599	STUDENT TEACHING PART B	4	College of Education	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.
MTEP 562	ASSESSMENT AND EVALUATION	3	College of Education	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.
MTH 110	HISTORY OF MATHEMATICS	1	College of Humanities and Sciences	This one-credit course introduces students to a survey of the history of mathematics, including the background of famous mathematicians from ancient to modern times and their specific contributions to mathematics. The format and content of the course is conceptual rather than technical.

MTH 156	MATH FOR ELEMENTARY TEACHERS I	3	College of Education	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	MATH FOR ELEMENTARY TEACHERS II	3	College of Education	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.
MTH 208	COLLEGE MATHEMATICS I	3	College of Humanities and Sciences	This course begins a demonstration and examination of various concepts of basic algebra. It assists in building skills for performing specific mathematical operations and problem solving. These concepts and skills serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering are also presented. Math is a language of logical thinking using symbols and numbers to quantify. This course is the first half of the college algebra sequence, which is completed in MTH 209: College Mathematics II.
MTH 209	COLLEGE MATHEMATICS II	3	College of Humanities and Sciences	This course continues the demonstration and examination of various 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.

MTH 210	FUNDAMENTALS OF GEOMETRY	3	College of Humanities and Sciences	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system.
MTH 211	QUANTITATIVE REASONING	3	College of Humanities and Sciences	This applications-driven course prepares students to critically analyze and solve problems using quantitative reasoning. Students will learn the importance of mathematics and its value to society. Applications to real-world situations are emphasized throughout the course including economics, finance, and statistics.
MTH 212	INTRODUCTION TO FINITE MATHEMATICS	3	College of Humanities and Sciences	This course is an introduction to the mathematics available for the study of social and behavioral sciences, and for application in business. Emphasis is placed on the comprehension of problem-solving techniques for the real world. Specific applications in statistics, accounting, finance, and economics are demonstrated and discussed.
MTH 213	Mathematics for Elementary Educators I	3	College of Education	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	Mathematics for Elementary Educators II	3	College of Education	This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.
MTH 215	QUANTITATIVE REASONING I	3	College of Humanities and Sciences	This applications-driven course prepares students to critically analyze and solve problems using quantitative reasoning. Students approach real-world scenarios using numerous reasoning skills and mathematical literacy to draw conclusions.
MTH 216	QUANTITATIVE REASONING II	3	College of Humanities and Sciences	Students apply advanced quantitative reasoning skills to solve real-world problems. This course emphasizes modelling skills, statistical methods, and probability to create, analyze, and communicate solutions.
MTH 217	STATISTICS I	3	College of Humanities and Sciences	Students apply elementary probability theory, descriptive and inferential statistics, and reasoning to real-world situations. The course embeds foundational skill into topics including probability, statistics, and reasoning.

MTH 218	STATISTICS II	3	College of Humanities and Sciences	Students collect, analyze, and interpret data as they examine the role of statistical analysis and statistical terminology. Students also apply appropriate statistical techniques and analytical reasoning in real-world problems to communicate logical arguments and models. The course topics includes probability, statistics, and quantitative reasoning.
MTH 219	INTRODUCTION TO COLLEGE ALGEBRA	3	College of Humanities and Sciences	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.
MTH 220	COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations sequences, and series.
MTH 221	DISCRETE MATH FOR INFORMATION TECHNOLOGY	3	College of Humanities and Sciences	Discrete mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as sophisticated forms of counting (combinatorics, etc), set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.

MTH 225	PRE-CALCULUS	4	College of Humanities and Sciences	This course prepares students for success in calculus. A brief review of college algebra topics is presented including linear, polynomial, radical, rational and absolute value, functions and equations. Students also examine systems of equations, exponential, logarithmic, and trigonometric functions as well as analytic geometry. In addition, students are introduced to sequences and series.
MTH 231	STATISTICS FOR THE LIFE SCIENCES	3	College of Humanities and 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
MTH 233	STATISTICS	3	College of Humanities and Sciences	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 240	ADVANCED QUANTITATIVE REASONING	3	College of Humanities and Sciences	Students apply advanced quantitative reasoning skills to solve real world problems. This course emphasizes modelling skills, statistical methods, and probability to create, analyze, and communicate solutions.

MTH 280	CALCULUS I	4	College of Humanities and Sciences	This course is an introduction to differential calculus. Students explore limits and continuity. They examine the basic concept of differentiation and practice differentiation techniques. Students develop competence applying differentiation to solve problems. Students also examine simple antiderivatives.
MTH 290	CALCULUS II	4	College of Humanities and Sciences	This course examines integral calculus topics. Students are presented with integration techniques for functions of one variable and more applications of definite integrals. Students explore numerical techniques of integration. Students also examine the area function, Riemann sums and indefinite integrals, and apply these to real-life problems. The course concludes with the fundamental theorem of calculus.
MTH 330	MATHEMATICAL REASONING	3	College of Humanities and Sciences	This course presents an introduction to advanced mathematical concepts and applications. Students examine truth tables and develop competence with formal logical proof techniques. Students investigate number systems and also explore mathematical language, functions, and trigonometry.
MTH 360	LINEAR ALGEBRA	3	College of Humanities and Sciences	This course provides a survey of the concepts related to linear algebra. Students examine the geometry of vectors, matrices, and linear equations, including Gauss-Jordan elimination. Students explore the concepts of linear independence, rank, and linear transformations. Vector spaces, bases, and change of bases are discussed, including orthogonality and the Gram-Schmidt process. In addition, students investigate determinants, eigenvalues, and eigenvectors.

MTH 380	CALCULUS III	3	College of Humanities and Sciences	This course builds on the concepts presented in MTH 310 Calculus I and MTH 320 Calculus II. Students examine functions of more than one variable, curves in space, and Newtonian mechanics in three-dimensions. Students explore partial derivatives and differentials as well as local and global extrema. In addition, students use differentiation techniques for functions of many variables.
MTH 463	APPLIED STATISTICS	3	College of Humanities and Sciences	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. In addition, this course 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 506	METHODS OF TEACHING MATHEMATICS	3	College of Education	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.
MTH 530	LINEAR ALGEBRA	3	College of Education	The purpose of this course is to provide an introduction to linear algebra, a branch of mathematics dealing with matrices and vector spaces. This course describes the use of linear algebra as a compilation of diverse, but interrelated ideas that provide a way of analyzing and solving problems in many applied fields. Linear algebra has three sides: computational techniques, concepts, and applications. One of the goals of this course is to help you master all of these facets of the subject and see the interplay among them. The material presented in this course involves theorems, proofs, formulas, and computations of various kinds.

MTH 535	GEOMETRY	3	College of Education	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and coordinate geometry to recognize geometry as an axiomatic system.
MTH 540	STATISTICS	3	College of Education	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 in this course. 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 575	MATHEMATICS INSTRUCTION FOR SPECIAL EDUCATION	3	College of Education	This course focuses on the methodology and assessment strategies that enhance learning in mathematics for exceptional learners. Attention is given to an overview of mathematics content and process standards. Emphasis is placed on ranges of abilities and needs, modifications and accommodations, instructional strategies, and classroom management.
MUS 250	MUSIC APPRECIATION	3	College of Humanities and Sciences	This course is a survey of music and its intersections with history and culture covering how music functions as an emotional force as both a universal language of expression and construction of individual identity. Through an appreciation focusing on musical genres from Western classical to rock and roll, important figures and themes illuminate the importance of music in history and cultural identity.

MUS 320	THE MUSIC BUSINESS TODAY	3	School of Business	Guided by music industry luminary Randy Jackson, this course begins by introducing the song as the foundational component of today's music business model. Each week, students are exposed to the key elements of the music business with emphasis on case studies, industry roles, the way revenue flows, and the current use and impact of technology. The course provides students with a firm grasp of the realities of today's music industry. Students complete relevant individual and learning team activities that prompt them to consider how they might engage with the music industry's ecosystem.
NRP 505	ROLE OF ADVANCED PRACTICE NURSE	3	College of Health Sciences and Nursing	This course emphasizes the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice requirements expected in these roles. Students examine the impact and evolution of this role transition, certification, and professional activities as these relate to advanced practice nursing.
NRP 516	ADVANCED HEALTH ASSESSMENT	4	College of Health Sciences and Nursing	Emphasis is placed on the advanced practice of history taking, conducting a physical examination, and obtaining and assessing diagnostic data for patients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. This course incorporates 45 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.
NRP 517	ADVANCED HEALTH ASSESSMENT	3	College of Health Sciences and Nursing	Emphasis is placed on the advanced practice of history taking, conducting a physical examination, and obtaining and assessing diagnostic data for clients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. This course incorporates 45 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.

NRP 517C	ADVANCED HEALTH ASSESSMENT EVALUATION	1	College of Health Sciences and Nursing	This clinical course incorporates 45 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.
NRP 527	ETHICS, HUMAN DIVERSITY AND SOCIAL ISSUES	2	College of Health Sciences and Nursing	This course focuses on the ethics involved in advanced practice health care decision making, culturally sensitive care, and developing an appreciation for human diversity in health and illness. Students will address the ethical issues in advanced practice nursing to explore personal value, increase sensitivity to others and to develop ethical reasoning abilities.
NRP 540	MANAGEMENT OF PEDIATRIC AND ADOLESCENT POPULATIONS	5	College of Health Sciences and Nursing	This course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated.
NRP 541	MANAGEMENT OF PEDIATRIC AND ADOLESCENT POPULATIONS	3	College of Health Sciences and Nursing	This course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course discusses theory and case studies to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated.

NRP 542	PEDIATRIC AND ADOLESCENT CLINICAL	1	College of Health Sciences and Nursing	This 60 hour clinical course provides students with clinical experiences needed to develop and broaden clinical skills and judgments which focuses on the prevention, detection, assessment, planning, and collaborative practice in pediatrics. Emphasis is placed on developing a systematic approach in the management of normal and common pathological conditions that occur in pediatrics. Students will consolidate and refine their acquired skills in assessment and management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.
NRP 545A	ADULT AND GERIATRIC MANAGEMENT	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the cardiovascular, respiratory, endocrine and neurovascular systems for adults and geriatric patients including implications for the individual as well as the family. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.
NRP 545B	ADULT AND GERIATRIC MANAGEMENT	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, neurological, and genitourinary systems for adults and geriatric patients including implications for the individual as well as the family. In addition, management of psychiatric issues and skin pathology will be discussed. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.
NRP 546	ADULT AND GERIATRIC MANAGEMENT 1	3	College of Health Sciences and Nursing	This two-part, theoretical foundations course focuses on health promotion, disease management and prevention of common pathological conditions related to the cardiovascular, respiratory, endocrine, and neurovascular systems for adults and geriatric patients including implications for the individual as well as the family. Emphasis is on standards of care, evidenced based practice, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.

NRP 547	ADULT AND GERIATRIC CLINICAL 1	1	College of Health Sciences and Nursing	This 45-hour precepted clinical course in the population of adults and geriatrics provide students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.
NRP 548	ADULT AND GERIATRIC MANAGEMENT 2	3	College of Health Sciences and Nursing	This second of a two-part, theoretical foundations course focuses on health promotion, disease management, and prevention of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, neurological, and genito-urinary systems for adults and geriatric patients including implications for the individual as well as the family. Additionally management of psychiatric issues and skin pathology will be discussed. Emphasis is on standards of care, evidenced based practice, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.
NRP 549	ADULT AND GERIATRIC CLINICAL 2	1	College of Health Sciences and Nursing	This 45-hour precepted clinical course in the population of adults and geriatrics provide students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.
NRP 552	CLINICAL PROCEDURES	2	College of Health Sciences and Nursing	This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be ECG, X-ray, spirometry interpretation, and diagnostic imaging as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.

NRP 553	ADVANCED CLINICAL PROCEDURES 1	1	College of Health Sciences and Nursing	This course provides the theoretical foundation and clinical competencies for common office procedures encountered in primary care. Included will be basic ECG interpretation, toenail removal, basic suturing, mole removal, biopsy, Incision and drainange, Cryotherapy, and Fishhook removal. Supervised practice will be provided for selected skills.
NRP 554	ADVANCED CLINICAL PROCEDURES 2	1	College of Health Sciences and Nursing	This course provides the theoretical foundation and clinical competencies for common office procedures encountered in primary care. Included will be Joint injection, Trigger points, Splinting, and Complex suturing. Supervised practice will be provided for selected skills.
NRP 560	MANAGEMENT OF WOMEN'S HEALTH ISSUES	4	College of Health Sciences and Nursing	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families will be explored. Management of pharmacological issues will also be addressed.
NRP 561	MANAGEMENT OF WOMEN'S HEALTH ISSUES	3	College of Health Sciences and Nursing	This 45 hour precepted clinical course provides students with clinical experiences needed to develop and broaden their clinical skills and judgments which focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. provide students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.

NRP 562	WOMEN'S HEALTH CLINICAL	1	College of Health Sciences and Nursing	This 45 hour precepted clinical course provides students with clinical experiences needed to develop and broaden their clinical skills and judgments which focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. This clinical experience will provide students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.
NRP 566	PRECEPTORSHIP	4	College of Health Sciences and Nursing	This 480-hour precepted clinical course provides students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.
NRP 567	FINAL PRECEPTORSHIP	4	College of Health Sciences and Nursing	This 480-hour precepted clinical course provides students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.
NRPX 516	ADVANCED HEALTH ASSESSMENT	4	College of Health Sciences and Nursing	Emphasis is placed on the advanced practice of history taking, conducting a physical examination, and obtaining and assessing diagnostic data for patients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. This course incorporates 45 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.

NRPX 566	PRECEPTORSHIP	4	College of Health Sciences and Nursing	This 480-hour precepted clinical course provides students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.
NSCI 280	ANATOMY AND PHYSIOLOGY I	4	College of Health Sciences and Nursing	Anatomy and Physiology I is the first of a two- course sequence examining the terminology, structure, function, and interdependence of the human body systems. This course includes a study of the cells, chemistry, tissues, integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge from the classroom to online experiments and critical thinking application exercises.
NSCI 281	ANATOMY AND PHYSIOLOGY II	4	College of Humanities and Sciences	Anatomy and Physiology II is the second in a two course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. Discussion includes the application of nutrition, fluid, electrolyte and acid base balance, and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge learned regarding the systems through online experiments and critical thinking application exercises.
NSE 721	THEORIES OF NURSING EDUCATION	3	School of Advanced Studies	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.

NSE 722	INSTRUCTIONAL DESIGN AND CURRICULUM DEVELOPMENT	3	School of Advanced Studies	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.
NSE 723	MEASUREMENT AND EVALUATION	3	School of Advanced Studies	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.
NSG 300	INTRODUCTION TO THE SCHOOL OF NURSING	3	College of Health Sciences and Nursing	This introductory course to the School of Nursing is designed to orient students to the nursing curriculum and program. Students will receive an introduction to the simulation laboratory. Students will develop strategies for achieving educational goals that assist them to be successful in the undergraduate program. Strategies for success will include improving test-taking skills, utilizing case studies, and studying test questions that are similar to those of the NCLEX-RN Examination.
NSG 301	TRANSITION TO BACCALAUREATE STUDIES	3	College of Health Sciences and Nursing	This course introduces baccalaureate students to the nursing program and curriculum. Topics include critical thinking, collaboration, research, academic honesty, APA guidelines, and communication skills. A key focus is introducing students to professional nursing resources and university resources designed for student success.

NSG 320	PROFESSIONAL NURSING ROLE	3	College of Health Sciences and Nursing	This course provides an overview of nursing and is designed for the practical vocational nurse to begin transitioning into professional nursing. Historical influences on professional nursing are explored. Critical thinking, clinical judgment, and professional values and responsibilities are examined in the context of the scope of practice for the professional nurse. The nursing process and concepts crucial to role transition are introduced, along with behaviors related to professional and academic accountability. Benner's Theory of novice to expert and the role of the generalist will be explored.
NSG 330	PHYSICAL ASSESSMENT	4	College of Health Sciences and Nursing	This course builds from previous practical or vocational nursing competencies, knowledge, and skills. It provides the nursing student with the skills in physical, psychosocial, and spiritual assessment of patients across the life span. History taking and data collection are emphasized. Laboratory experiences are included to develop an application of anatomy and physiology concepts to body systems under the supervision of a qualified faculty member. This course includes 30 clinical hours and 8 lab hours.
NSG 340	MEDICAL SURGICAL NURSING I: ACUTE	5	College of Health Sciences and Nursing	This course builds on previous nursing knowledge and skills to expand into the professional nursing roles related to the medical surgical client experiencing acute health care problems. Management of safe patient care using the nursing process and Watson's Theory of Human Caring is addressed. Watson's Theory will be used by the student to apply critical thinking pathways to individual health problems. Students are required to successfully complete 75 clinical hours to pass the course that includes immersive simulation learning.
NSG 345	MEDICAL SURGICAL NURSING II: COMPLEX AND GERIATRICS	5	College of Health Sciences and Nursing	This course focuses on the care of patients with chronic complex medical surgical conditions. Students will develop their role of the generalist RN in assessing and managing the continuum of care with the adult and geriatric patient. Students are required to successfully complete 75 clinical hours to pass the course that includes immersive simulation learning.

NSG 391	PROFESSIONAL NURSING PRACTICE	3	College of Health Sciences and Nursing	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.
NSG 397	PROFESSIONAL NURSING ROLE	3	College of Health Sciences and Nursing	This course introduces the School of Nursing's philosophical framework for professional practice and the interrelated roles of the nurse as practitioner, leader, and researcher. Topics include critical thinking, clinical judgment, and professional values and responsibilities. A key focus is the behaviors necessary for professional and academic accountability.
NSG 400	THEORETICAL BASIS FOR NURSING PRACTICE	3	College of Health Sciences and Nursing	This course focuses on the conceptual and theoretical aspects of professional nursing practice within the unifying framework of Watson's Theory of Human Caring and its practical applications to practice. The taxonomies of Nursing Diagnosis, Nursing Interventions Classification (NIC), and Nursing Outcomes Classifications (NOC) are introduced. The course examines the application of theories to nursing practice.
NSG 410	PSYCHIATRIC AND MENTAL HEALTH NURSING	3	College of Health Sciences and Nursing	The focus of this course is the provision of nursing care to the client with alteration in mental health. Watson's Theory of Human Caring will be used to apply critical thinking pathways to the individual with acute and chronic mental health problems. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.

NSG 415	THEORY-BASED NURSING PRACTICE	3	College of Health Sciences and Nursing	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of the generalist nurse are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.
NSG 420	COMMUNITY AND FAMILY NURSING	3	College of Health Sciences and Nursing	This course provides the foundation for developing and utilizing theory-based practice for managing the continuum of care required for families. Based on Watson's Theory of Human Caring, the nursing process, and evidence-based practice, the student develops the skills to provide family-centered outcomes. Students will demonstrate the ability to recognize the dimensions of multicultural diversity within the community and how it affects the family. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.
NSG 425	NURSING ETHICS AND PROFESSIONALISM	4	College of Health Sciences and Nursing	This course addresses ethical aspects of the professional nurse's role in health care delivery and management. Topics include interprofessional collaboration and communication, ethical and professional responsibilities, state Nurse Practice Acts, and decision-making models. Students are required to successfully complete 45 clinical hours.
NSG 430	EVIDENCE-BASED PRACTICE & INFORMATION TECH IN HEALTH CARE	4	College of Health Sciences and Nursing	Students will compare and contrast nursing research and evidence-based practice. The focus of the course examines nursing practices related to patient safety and quality of patient care. The effect of technology in health care delivery will be explored in relation to patient safety. Students are required to successfully complete 15 clinical hours to pass the course.

NSG 435	MATERNAL - CHILD NURSING	4	College of Health Sciences and Nursing	This course focuses on the use of Watson's Theory of Human Caring in the care of the material-child dyad and family. Students are required to successfully complete 60 clinical hours to pass the course to include immersive simulation learning.
NSG 440	PEDIATRIC NURSING	4	College of Health Sciences and Nursing	This course focuses on the utilization of Watson's Theory of Human Caring with patients from birth to 18 years. Students will examine the management of acute and chronic illness in the pediatric patient in a variety of settings. The understanding of human growth and development is the foundational framework for the course. Students are required to successfully complete 60 clinical hours to pass the course that includes immersive simulation learning.
NSG 450	EPIDEMIOLOGY AND GLOBAL HEALTH	3	College of Health Sciences and Nursing	Epidemiology provides the basis for significant public and global health decisions. Through the use of global statistics and the exploration of epidemiology, students will track the natural history of a disease and identify its frequency, distribution, and cause for the purpose of understanding issues related to global and public health. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.
NSG 455	EVIDENCE-BASED PRACTICE AND STATISTICS	3	College of Health Sciences and Nursing	This course emphasizes the role of evidence-based practice in the nursing profession. Topics include formulating research questions; collecting, summarizing, and interpreting data; and understanding the elements of research designs. The key concept is the role of the nurse as researcher.

NSG 467	INFLUENCING QUALITY IMPROVEMENT	4	College of Health Sciences and Nursing	This course examines quality management processes, functions, and tools that improve health systems and outcomes. Topics include nursing-sensitive indicators, core measures, Quality & Safety Education for Nurses (QSEN) competencies, and legislative mandates. Key concepts are patient safety, quality improvement, and accountability. Students are required to successfully complete 45 clinical hours.
NSG 470	NURSING LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course emphasizes leadership and management theory including systems theory, leadership styles, and organizational change in a variety of health care settings. The course provides students with tools to assume various responsibilities in delegation, managing change, and patient advocacy. Students are required to successfully complete 60 clinical hours to pass the course that includes immersive simulation learning.
NSG 478	PROMOTING HEALTHY COMMUNITIES	4	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities. Students are required to successfully complete 45 clinical hours.
NSG 480	NURSING SYNTHESIS	4	College of Health Sciences and Nursing	This capstone course provides opportunities for students in their final course of study to analyze and synthesize content and experience from all nursing courses. This course requires the student to prepare, practice, and test for the national examination for registered nurses. This course prepares the student for the application process for RN licensure.

NSG 485	PUBLIC HEALTH: HEALTH PROMOTION AND DISEASE PREVENTION	4	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health; epidemiology, disease prevention, and health promotion for populations at risk; and national and global health organizations. A key focus is the application of public health principles. Students are required to successfully complete 45 clinical hours.
NSG 495	SENIOR LEADERSHIP PROJECT	4	College of Health Sciences and Nursing	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project. Students are required to successfully complete 45 clinical hours.
NSG 500	AN INTEGRATED APPROACH TO PATHOPHYSIOLOGY AND PHARMACOLOGY	4	College of Health Sciences and Nursing	This course presents an integrated approach to pathophysiology, pharmacokinetics, and pharmacodynamics of medications throughout the life span. A key focus is developing clinical decision-making skills essential to safe and effective pharmacological intervention based on pathophysiology. Topics include a holistic approach to changes associated with disease states, improving physiological status through nursing interventions, and the nurse's role in health promotion and disease management.
NSG 505	COMPREHENSIVE HEALTH ASSESSMENT	3	College of Health Sciences and Nursing	This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, sociocultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.

NSG 510	THEORETICAL FOUNDATIONS OF NURSING ROLES AND PRACTICE	3	College of Health Sciences and Nursing	This course introduces the School of Nursing's philosophical framework for professional practice. Topics include theories and models of the interrelated roles of the nurse as researcher, practitioner, and leader.
NSG 515	NURSING RESEARCH AND EVIDENCE-BASED PRACTICE	3	College of Health Sciences and Nursing	This course focuses on research and evidence-based practice in nursing science. A key focus is the process of translating knowledge influenced from quantitative and qualitative research into clinical guidelines. Topics include research methodologies and designs, statistical measures, and the role of the nurse as scientist.
NSG 520	NURSING LEADERSHIP	3	College of Health Sciences and Nursing	This course integrates the principles, theories, and models of leadership used in advanced nursing roles. A key focus is determining one's personal identity as a nurse leader. Topics include complexities in global health care, delivery systems, leadership in the current health care environment, and the future of nursing. Students begin developing a project to be finalized and presented in the capstone course.
NSG 525	ROLE OF THE NURSE EDUCATOR	3	College of Health Sciences and Nursing	This course examines the role of the nurse educator in research, education, community, service, and practice. Topics focus on emerging trends and issues that influence nursing education and the rights and responsibilities inherent in educational positions. This course requires 20 hours of clinical practicum.

NSG 530	THEORY AND PRINCIPLES OF NURSING EDUCATION	4	College of Health Sciences and Nursing	This course focuses on andragogy, educational frameworks, and learning theories. A key focus is for nurse educators to understand how students acquire knowledge. Topics include teaching strategies in diverse settings for nursing education. This course requires 20 hours of clinical practicum.
NSG 535	CURRICULUM DEVELOPMENT	3	College of Health Sciences and Nursing	This course focuses on curriculum design and development theories and research. A key focus is preparing educators to meet learning needs of students in changing social, cultural, and technological environments. Topics focus on aligning curriculum and course design to program mission, objectives, and outcomes. This course requires 20 hours of clinical practicum.
NSG 540	INSTRUCTIONAL DESIGN AND TECHNOLOGY	3	College of Health Sciences and Nursing	This course examines instructional design and development theories and research as a necessary foundation for meeting goals of outcome-based curriculum. Topics include current instructional design models and learning theories. Students apply the systematic process of analysis, design, development, implementation, and evaluation to create instructional products and solutions. This course requires 20 hours of clinical practicum.
NSG 545	ASSESSMENT, MEASUREMENT, AND EVALUATION	3	College of Health Sciences and Nursing	The course presents the use of statistical designs, qualitative data, and quantitative data in determining educational outcomes. A key focus is on assessment, measurement, and evaluation of clinical practice and nursing curriculum. This course requires 20 hours of clinical practicum.

NSG 550	ROLE OF THE NURSE ADMINISTRATOR	3	College of Health Sciences and Nursing	This course introduces the role of the nurse administrator in health care organizations. Topics include organizational theory, performance, and structure; change management; systematic processes; and human resource management. This course requires 20 hours of clinical practicum.
NSG 580	PRACTICUM	4	College of Health Sciences and Nursing	This capstone course integrates and synthesizes concepts addressed throughout the program. Students finalize and present a completed project including an implementation and evaluation plan. This course requires 80 hours of clinical practicum.
NTC 245	FOUNDATION OF LOCAL AREA NETWORKS	3	College of Information Systems and Technology	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	WIRELESS NETWORKING CONCEPTS	3	College of Information Systems and Technology	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 248	FOUNDATIONS OF NETWORKING	3	College of Information Systems and Technology	This course introduces the basic interconnections for all computers from home computer systems, to multinational businesses, the Internet. In this course, you'll learn about network architecture including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing and virtualization. This course covers the objectives for certification exam CompTIA Network+ N10-006.
NTC 255	STORAGE AND MANAGEMENT OF DATA	3	College of Information Systems and Technology	This course introduces fundamental concepts and practices for information storage and management in cloud, virtualization, and class networking environments. Included are elements and practices of data centers, information storage networking technology, storage systems, and business continuity practices. Also addressed are management and security in information storage infrastructures.
NTC 260	FOUNDATIONS OF CLOUD SERVICES	3	College of Information Systems and Technology	This course introduces practices in cloud infrastructure and services. Covered are a cloud computing model, layers of cloud computing, and functions of cloud computing. Included are fundamental layers of cloud infrastructure: physical, virtual, control, orchestration, and service. Also included are cross-layer functions of cloud infrastructure: business continuity, security, and service management.
NTC 270	STORAGE MANAGEMENT APPLIED CAPSTONE	3	College of Information Systems and Technology	This is the capstone course for information storage management. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner within an applied capstone project based in real-world settings. Students will demonstrate competency and skills in the monitoring and management of information storage infrastructure, explain and use relevant network security concepts, and apply cloud interface standards and protocols for building cloud infrastructure in a real-world setting.

NTC 275	STORAGE MANAGEMENT CAPSTONE	3	College of Information Systems and Technology	This is the capstone course for information storage management. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner. Students will demonstrate competency and skills in the monitoring and management of information storage infrastructure, explain and use relevant network security concepts, and apply cloud interface standards and protocols for building cloud infrastructure.
NTC 300	CLOUD TECHNOLOGIES	3	College of Information Systems and Technology	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, it outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.
NTC 302	NETWORK WEB SERVICES	3	College of Information Systems and Technology	This course focuses on Network Web Services with a specific focus on Amazon Web services. The courses will help an IT professional identify and gather requirements in order to define a Web Services solution to be built using architecture best practices and to be capable of providing guidance on architectural best practices to developers and system administrators throughout the lifecycle of the web services project.
NTC 320	NETWORK DESIGN ASSOCIATE	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the CISCO CCDA: Cisco Certified Design Associate certification exam. Topics include: understanding the methodology used to design a network; describing network structure and modularity; and designing enterprise campus networks, enterprise edge and remote network modules, IP addressing and routing protocols, and network services.

NTC 324	WINDOWS SERVER CONFIGURATION	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to install and configure Windows Servers 2012. The course covers Server Roles Configuration, Server Virtualization Configuration, Network Services Configuration, and Directory Services Administration & Group Policy.
NTC 326	ADMINISTERING WINDOWS SERVER	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to administer Windows Servers. The course covers Server Maintenance, Print and File Services Configuration, Manage Network Services, Server Policy Infrastructure, and Manage Directory Services & Group Policy.
NTC 328	ADVANCED WINDOWS SERVICES	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to configure advanced Windows services. The course covers High Availability, Server File and Storage, Business Continuity, Advanced Network Services and Directory Infrastructure & Access Solutions.
NTC 332	WINDOWS SERVER INFRASTRUCTURE DESIGN	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to design, implement, and maintain a Windows Server infrastructure in an enterprise scaled, highly virtualized environment. The course covers planning and deploying a server infrastructure; designing and implementing network infrastructure services; designing and implementing network access services; and designing and implementing an Active Directory infrastructure. This course provides an intensive workshop where the student will gain hands-on experience aligned to the 70- 413: Designing and Implementing a Server Infrastructure certification exam.

NTC 334	WINDOWS SERVER INFRASTRUCTURE IMPLEMENTATION	3	College of Information Systems and Technology	This course covers the use of Windows Server to implement an advanced server infrastructure. Coursework includes managing, designing, planning, and implementing networking services and virtualization solutions. This includes server, enterprise, and virtualization infrastructure, as well as implementing identity and access solutions. This course provides an intensive workshop where the student will gain hands-on experience aligned to the 70-414: Implementing an Advanced Server Infrastructure certification exam.
NTC 340	DESKTOP VIRTUALIZATION	3	College of Information Systems and Technology	The Desktop Virtualization course covers the skills and abilities required in implementing, installing, and configuring a virtual environment. This course will help student obtain skills and abilities across both vSphere and VMware View knowledge domains and can be used to help candidates prepare for VMware certification.
NTC 345	CLOUD VIRTUALIZATION	3	College of Information Systems and Technology	The Cloud Virtualization course covers the skills and abilities required in installing, configuring and administering a VMware vCloud® environment. This course will help student obtain skills and abilities that can be used to help candidates prepare for VMware certification.
NTC 350	DATA CENTER VIRTUALIZATION	3	College of Information Systems and Technology	The Data Center Virtualization course covers installation, configuration and management of VMware® vSphere, which consists of VMware ESXi and VMware vCenter Server. This course will help student obtain skills and abilities that can be used to help candidates prepare for VMware certification.

NTC 361	NETWORK AND TELECOMMUNICATIONS CONCEPTS	3	College of Health Sciences and Nursing	This course provides an overview of telecommunication systems in a business health care environment. Topics include voice communications, and standards, transmission, networks, and internetworking.
NTC 362	FUNDAMENTALS OF NETWORKING	3	College of Information Systems and Technology	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.
NTC 405	TELECOMMUNICATIONS AND NETWORKING I	3	College of Information Systems and Technology	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	TELECOMMUNICATIONS AND NETWORKING II	3	College of Information Systems and Technology	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 the related theory being applied to specific applications in the industry.

NTC 409	GLOBAL NETWORK ARCHITECTURE AND DESIGN	3	College of Information Systems and Technology	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	GLOBAL NETWORK MANAGEMENT, SUPPORT AND SECURITY	3	College of Information Systems and Technology	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 address in this course.
NTC 412	DATA CENTER VIRTUALIZATION ADMINISTRATION	3	College of Information Systems and Technology	The Data Center Virtualization Administration course explores the skills and abilities required in installing, configuring and administering large and more complex virtualized environments. This course will help student obtain skills and abilities that can be used to help candidates prepare for VMware certification.
NTC 414	DATA CENTER VIRTUALIZATION DESIGN	3	College of Information Systems and Technology	The Data Center Virtualization Design course explores the skills and abilities required in designing and integrating multi-site, large enterprise virtualized environments. This course will help student obtain skills and abilities that can be used to help candidates prepare for VMware certification.

NTC 415	NETWORK INTEGRATION PROJECT	3	College of Information Systems and Technology	The focus of this course is the application of network design and performance concepts. The design considerations for a global network, including LANs and WANs with both wired and wireless functionality will be applied. End-to-end performance criteria and service levels guarantees will be examined as a part of network design project. Network capabilities to handle varying types of traffic from low speed data to large image files and streaming video and digital voice will be explored.
NUR 310	THEORETICAL BASES FOR NURSING PRACTICE	3	College of Health Sciences and Nursing	This course focuses on the conceptual and theoretical aspects of professional nursing practice within the unifying framework of Orem's self-care model. Nursing process is applied in the context of self-care deficits and therapeutic self-care demand. The taxonomies of Nursing Diagnosis, Nursing Interventions Classifications (NIC), and Nursing Outcomes Classifications (NOC) are introduced. The role of the nurse as a change agent in facilitating behavioral changes in individuals is reinforced. Key competencies in collaborative care are explored.
NUR 391	PROFESSIONAL NURSING PRACTICE	3	College of Health Sciences and Nursing	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.
NUR 403	THEORIES AND MODELS OF NURSING PRACTICE	3	College of Health Sciences and Nursing	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 405	HEALTHY COMMUNITIES: THEORY AND PRACTICE	4	College of Health Sciences and Nursing	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 and preventative care of individuals, families, and communities. Students will complete 50 clinical hours.
NUR 405CC	HEALTHY COMMUNITIES: THEORY AND PRACTICE	4	College of Health Sciences and Nursing	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 and preventative care of individuals, families, and communities. Students will complete 50 clinical hours.
NUR 408	EPIDEMIOLOGY: GLOBAL AND PUBLIC HEALTH	4	College of Health Sciences and Nursing	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, identify its frequency, distribution, and cause. This course contains 50 hours of clinical experience.
NUR 408CC	EPIDEMIOLOGY: GLOBAL AND PUBLIC HEALTH	4	College of Health Sciences and Nursing	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 427	HEALTH AND CHRONIC DISEASE MANAGEMENT	3	College of Health Sciences and Nursing	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 429PN	ISSUES AND STRATEGIES IN NURSING: RESEARCH UTILIZATION	3	College of Health Sciences and Nursing	This course develops the basic skills of critically analyzing research findings. Research methods are introduced with emphasis placed upon analyzing key elements of research reports.
NUR 431	CARE OF THE GERIATRIC CLIENT	3	College of Health Sciences and Nursing	This course is designed to explore current theories and practices in gerontologic nursing. The primary focus of the course is to explore the role of the nurse in assessing and managing the continuum of care with the aging client and family within a community. Students must successfully complete 45 clinical hours in order to pass the course.
NUR 440	HEALTH ASSESSMENT AND PROMOTION FOR VULNERABLE POPULATION	3	College of Health Sciences and Nursing	This course is designed to assist professional nurses in developing interviewing skills, refinement of a health assessment, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.

NUR 440CC	HEALTH ASSESSMENT AND PROMOTION FOR VULNERABLE POPULATIONS	3	College of Health Sciences and Nursing	This course is designed to assist professional nurses in developing interviewing skills, refinement of a health assessment, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.
NUR 443	EVIDENCE-BASED NURSING RESEARCH AND PRACTICE	3	College of Health Sciences and Nursing	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 443CC	EVIDENCE-BASED NURSING RESEARCH AND PRACTICE	3	College of Health Sciences and Nursing	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 473PN	CLINICAL INTEGRATION: PARTNERSHIP IN COMMUNITY PRACTICE	3	College of Health Sciences and Nursing	This course focuses on the utilization of theory- based practice to promote the care of population aggregates and communities. Students complete 45 hours of practicum, which provides experiences with aggregates in a variety of settings in order to develop the professional roles of caregiver, teacher, and manager of care. Through the clinical practicum, the student develops beginning skills in community education, coalition building, community assessment and the use of computerized databases. Violence as a health care problem and health care financing are examined as examples of current issues affecting communities. Social responsibility as a professional value is also covered. Clinical integration and application of theories introduced in the community course are the frameworks for this course.

NUR 478PN	CONTEMPORARY ISSUES AND HEALTH POLICY	3	College of Health Sciences and Nursing	This course examines the interrelationships of legal decisions, health policy development, legislation, and regulation in the context of contemporary issues. Activities explore the impact of health policy changes on the individual nursing practice and the delivery of health care to consumers. Nursing ethics are explored in relation to health policy and decision-making.
NUR 482	NURSING LEADERSHIP AND MANAGEMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	This course emphasizes leadership and management theory including systems theory in nursing and health care applications. Course content assists the professional nurse in adjusting to various nursing responsibilities such as delegation, change management, and client advocacy. Students are required to successfully complete 45 clinical hours to pass the course.
NUR 492	SENIOR PRACTICUM: LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	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.
NUR 492CC	SENIOR PRACTICUM: LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	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.

NUR 499	CRITICAL SYNTHESIS APPLICATION	3	College of Health Sciences and Nursing	This capstone course provides opportunities for students in their final course of study to analyze and synthesize content and experience from all nursing courses. This course requires the student to prepare, practice, and test for the national examination for registered nurses. Based on prior assessment testing, an individualized national examination preparation plan will be developed in collaboration with faculty. Weekly topics and objectives provide a forum for discussion and review.
NUR 513	THEORETICAL FOUNDATIONS OF PRACTICE	3	College of Health Sciences and Nursing	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	ANALYSIS OF RESEARCH REPORTS	3	College of Health Sciences and Nursing	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	INFLUENCING THE FUTURE OF NURSING AND HEALTH CARE	3	College of Health Sciences and Nursing	The role of advanced practice nurses in today's health care environment provides numerous opportunities and responsibilities. Nursing's potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care policy are developed.

NUR 542	DYNAMICS OF FAMILY SYSTEMS	2	College of Health Sciences and Nursing	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	POPULATION-FOCUSED HEALTH CARE	3	College of Health Sciences and Nursing	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 550	ISSUES IN ADVANCED PRACTICE	3	College of Health Sciences and Nursing	This course addresses the changes in health care and their implications for advanced practice nursing. The impact of health care policy, managed care, as well as concepts related to financial responsibility within the health care delivery systems will be examined.
NUR 551	POLICY, ORGANIZATION, AND FINANCING OF HEALTH CARE	3	College of Health Sciences and Nursing	This course is designed to prepare a graduate to provide quality cost-effective care, to participate in the design and implementation of care in a variety of health care systems, and to assume a leadership role in the management of human, fiscal, and physical health care resources.

NUR 587	LEADERSHIP AND MANAGEMENT IN NURSING AND HEALTH CARE	3	College of Health Sciences and Nursing	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 588	DEVELOPING AND EVALUATING EDUCATIONAL PROGRAMS	3	College of Health Sciences and Nursing	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	NURSING PRACTICUM-A	1	College of Health Sciences and Nursing	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	NURSING PRACTICUM-B	2	College of Health Sciences and Nursing	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	RESEARCH UTILIZATION PROJECT	3	College of Health Sciences and Nursing	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 700	PROFESSIONAL NURSING LEADERSHIP	3	School of Advanced Studies	This course surveys theories, skills, risks, and rewards related to professional nursing leadership and innovation. This course also examines the dynamic of change and how it influences strategic planning.
NUR 701	PHILOSOPHY OF NURSING SCIENCE	3	School of Advanced Studies	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.
NUR 702	THEORY CONSTRUCTION AND CONCEPT ANALYSIS	3	School of Advanced Studies	Learners will identify phenomena of interest, conduct a concept analysis, and develop components of a theoretical framework.

NUR 703	THEORETICAL APPLICATIONS IN EVIDENCE-BASED PRACTICE	3	School of Advanced Studies	This course examines the application of theoretical frameworks to different areas of nursing practice. Learners will demonstrate acquired competencies to evaluate and generate research at the doctoral level. Learners will be able to use research and evidence-based data to support decision-making processes.
NUR 721	COMPONENTS OF GRANT WRITING	3	School of Advanced Studies	Learners will understand the process and application of developing research, educational, and service grants through the development of a proposal. Learners will examine the process of identifying funding sources.
NUR 725	METHODS FOR CLINICAL RESEARCH	3	School of Advanced Studies	Learners will understand the process and application of developing research, educational, and service grants through the development of a proposal. Learners will examine the process of identifying funding sources.
NURLAB 001	NURSING LAB	0	College of Health Sciences and Nursing	This clinical course is a supplemental laboratory course that provides students the opportunity to practice and test clinical skills.

NURSKILWK	NURSING LAB SIMULATION	0	College of Health Sciences and Nursing	Students will be involved in Nursing Skills Practice experience in Nursing Center with Nursing Faculty.
OI 365	KNOWLEDGE MANAGEMENT AND INTELLECTUAL CAPITAL	3	School of Business	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	ORGANIZATIONAL INNOVATION INTEGRATED PROJECT	3	School of Business	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.
OPS 571	OPERATIONS MANAGEMENT	3	School of Business	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.

OPS GM571	INTERNATIONAL OPERATIONS MANAGEMENT	3	School of Business	This course applies planning and controlling concepts to increase the value of the global supply chain. Students learn to evaluate and improve processes across international borders. Other topics include process selection, process design, theory of constraints, project implementation, global capacity planning, lean production, global facility location, business forecasting, and logistics.
OPS HC571	HEALTH CARE OPERATIONS MANAGEMENT	3	School of Business	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.
OPS TM571	OPERATIONS MANAGEMENT IN TECHNOLOGY	3	School of Business	This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes in technology. Other topics include project tools, process selection and design, theory of constraints, project management and implementation, capacity planning, lean production, facility location, business forecasting, and resource management.
ORG 581	ORGANIZATIONAL DESIGN	3	School of Business	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, intrapreneurship, and lateral organizations.

ORG 707	ADVANCED SYSTEMS THINKING	3	School of Advanced Studies	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.
ORG 711	21ST CENTURY ISSUES IN ORGANIZATIONAL BEHAVIOR I	3	School of Advanced Studies	This course evaluates research on issues that organizations face in optimizing their performance. Students will gain insight on organizational theory and leadership, organizational behavior and globalization, people systems, and emerging trends and issues in organizations.
ORG 714	ORGANIZATIONAL THEORY AND DESIGN	3	School of Advanced Studies	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.
ORG 716	ORGANIZATIONAL THEORY AND DESIGN	3	School of Advanced Studies	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 systematically apply organizational theories to enrich existing models or develop new models to increase performance and effectiveness.

ORG 721	21ST CENTURY ISSUES IN ORGANIZATIONAL BEHAVIOR II	3	School of Advanced Studies	The focus of this course is on human behavior in 21st century global organizations and the practices and systems that encourage or impede effective performance. Students will engage in cutting edge thinking on emerging topics in organizational behavior and development and learn practical methods for analyzing, understanding, and improving individual, team, and organizational performance.
ORG 722	ORGANIZATIONAL THEORY, PLANNING, AND CHANGE	3	School of Advanced Studies	This course examines the structure of higher education organizations and the ways in which leaders manage these organizations through change. Learners will focus on the cultural aspects of educational organizations, the ways in which organizational strategies are designed and implemented, as well as the organizational contexts that affect structure and change.
ORG 726	THE IMPACT OF TECHNOLOGY ON ORGANIZATIONS	3	School of Advanced Studies	In this course, students evaluate the relationships between technology, structure, and behavior to inform strategic organizational decisions. In addition, students assess the benefits and challenges surrounding technology integration and develop implementation strategies to strategically manage and promote organizational performance.
ORG 727	ORGANIZATIONAL DIAGNOSIS AND INTERVENTION	3	School of Advanced Studies	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.

ORG 730	ORGANIZATION DEVELOPMENT	3	School of Advanced Studies	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.
ORIENT 001	ORIENTATION	0	College of Health Sciences and Nursing	This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program. Students will be introduced to the program's progression and degree completion requirements. Clinical expectations, including documentation and regulatory requirements, clinical placement processes, and explanation of clinical hour and program requirements will be discussed.
ORIENT 002	ORIENTATION	0	College of Health Sciences and Nursing	This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program clinical experience. Students will be introduced to performance expectations when entering a clinical setting. Clinical forms, faculty site visits and preceptor evaluation for family nurse practitioner competencies, and requirements of documentation into the nurse practitioner student tracking system will be discussed. Population focus of each clinical class will be reviewed.
ORIENT 003	ORIENTATION	0	College of Health Sciences and Nursing	This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program's Final Preceptorship course. Students will be introduced to clinical and didactic requirements for the extended clinical course. Required documentation for graduation and family nurse practitioner clinical competencies for entry into practice will be discussed. Clinical hour requirements including family practice hour requirements will be reviewed.

PAR-ED 201	FOUNDATIONS OF READING AND WRITING INSTRUCTION	3	College of Education	The purpose of this course is to introduce foundational reading and writing instruction for the paraprofessional. Participants prepare for the reading and writing sections of the Educational Testing Services (ETS®) ParaPro Assessment by learning strategies to increase literal and inferential comprehension of text and various graphics, practicing grammar and word usage, and identifying how to support students in reading and writing instruction and assessment. Sitting for the ETS® ParaPro exam is not a requirement of this course.
PAR-ED 202	FOUNDATIONS OF MATHEMATICS INSTRUCTION	3	College of Education	The purpose of this course is to offer instruction in foundational mathematics for the paraprofessional. Participants prepare for the mathematics sections of the Educational Testing Services' (ETS®) ParaPro Assessment by practicing basic skills in algebra, geometry, and data analysis. Participants also learn how to support students in math instruction and assessment. Sitting for the ETS® ParaPro exam is not a requirement of this course.
PAR-ED 203	INTRODUCTION TO PARAEDUCATORS	3	College of Education	This course is designed to examine the basic characteristics and evolution of paraeducators. Emphasis is placed on identifying terminology and roles and responsibilities, accessing curriculum resources, and aligning state and local content standards.
PAR-ED 204	HUMAN DEVELOPMENT	3	College of Education	This course is designed to provide paraprofessionals and other K-12 educators with an overview of the fundamental concepts in human growth and development in school-aged individuals. Participants explore developmentally appropriate classroom interventions and expectations. Participants identify and examine the major theories and perspectives related to physical, cognitive, language, and psychosocial aspects of development. Factors related to developmental delays are also examined.

PAR-ED 205	TEACHING AND LEARNING	3	College of Education	Participants learn specific strategies to provide effective support in the classroom. Strategies include objective observation of students, data record-keeping, development of appropriate modifications, and integration of appropriate instructional strategies to support math and reading instruction. Additionally, participants increase their understanding of the assessment process.
PAR-ED 206	CLASSROOM MANAGEMENT	3	College of Education	Participants learn specific strategies for promoting positive learning behaviors, defining behavior terms, and developing methods for observing behavior functions. Focal points during the course include identification and utilization of appropriate proactive behavior learning strategies. Additionally, participants learn effective reinforcement strategies.
PAR-ED 207	SAFETY AND LEGAL ISSUES	3	College of Education	Participants gain an understanding of the legal and safety requirements of the paraprofessional. The primary emphasis is the review of mandates from the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA) to ensure appropriate classroom support. Additionally, participants create proper safety procedure plans for students with a variety of disabilities.
PAR-ED 208	TEACHING DIVERSE POPULATIONS	3	College of Education	Participants analyze diversity within the classroom and discuss ways to promote positive student contributions. By identifying common characteristics of disabilities often found in a general education classroom, participants gain an understanding of students with disabilities. Additionally, participants determine specific intervention strategies to address identified disabilities.

PHI 105	INTRODUCTION TO PHILOSOPHY	3	College of Humanities and Sciences	In this course, philosophical thinking and reasoning are introduced through the evaluation of the historical development, key contributors, and principle issues of philosophy. Topical areas include both Western and Eastern philosophy, moral and political philosophy, religious philosophy, as well as feminism. Student activities include, but are not limited to, creating campaign ads for fictional political parties, writing a letter in persona of a historical philosopher, and creating a PowerPoint® presentation that expresses personal philosophies.
PHL 215	PHILOSOPHY: METHODS AND APPLICATIONS	3	College of Humanities and Sciences	This course offers an intensive introduction to philosophic problems and methodologies as developed by major figures in the history of philosophy. Applications of philosophic methods to problem-solving, decision making, ethical thought, and strategic thinking are considered.
PHL 220	AESTHETICS	3	College of Humanities and Sciences	This course focuses on aesthetics as one of the most central and enduring philosophical themes. Emphasis is placed on critical analysis, reasoning, and independent thought regarding beauty, taste, and interpretation of artistic expression across epochs as students develop and analyze reasoned opinions.
PHL 251	CRITICAL THINKING	3	College of Humanities and Sciences	This five-week 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 business communication.

PHL 310CA	CRITICAL THINKING ACROSS DISCIPLINES	3	College of Humanities and Sciences	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.
PHL 320	CRITICAL THINKING AND DECISION MAKING IN BUSINESS	3	School of 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.
PHL 323	ETHICS IN MANAGEMENT	3	College of Humanities and Sciences	This course provides opportunities for the analysis and synthesis of the role of ethics in the organization. Emphasis is placed on the way ethics affect thinking, relationship development, policy formation, and professional conduct in the workplace. Students develop the skills to understand and integrate constructive ethics into practices that support the success of the employee and the organization.
PHL 410	CLASSICAL LOGIC	3	College of Humanities and Sciences	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.

PHL 458	CREATIVE MINDS AND CRITICAL THINKING	3	College of Humanities and Sciences	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.
PHL 464	HISTORY OF PHILOSOPHICAL THOUGHT	3	College of Humanities and Sciences	This course analyzes the history of human consciousness in the Western world. Students will investigate the human effort to understand the world and will appraise the changing ways men and women seek to find meaning in their lives through the "three grand epochs of seeking."
PHL 700P	CREATIVE AND CRITICAL THINKING	3	School of Advanced Studies	This course challenges the student to become a creative leader or problem-solver and to begin the process of personal transformation by questioning assumptions and conventional patterns of thinking. Throughout the course, students demonstrate characteristics of creative and critical thinking in individual and collaborative situations.
PHL 700R	CREATIVE AND CRITICAL THINKING	3	School of Advanced Studies	This course helps learners understand the purpose of inquiry and the wide spectrum of epistemological assumptions and values that underlie scholarly research and the definitions and uses of knowledge in the workplace. Learners clarify their individual philosophies regarding the definition, purpose, acquisition, and application of knowledge through an exploration of diverse theoretical approaches to the nature of knowledge and cognition and representative concrete examples of the application of epistemology to various professions, management theories, and fields of human endeavor.

PHL 713	PHILOSOPHY OF EDUCATION	3	School of Advanced Studies	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.
PHL 716	KNOWLEDGE OF THEORY AND PRACTICE	3	School of Advanced Studies	This course helps learners understand the purpose of inquiry and the wide spectrum of epistemological assumptions and values that underlie scholarly research and the definitions and uses of knowledge in the workplace. Learners clarify their individual philosophies regarding the definition, purpose, acquisition, and application of knowledge through an exploration of diverse theoretical approaches to the nature of knowledge and cognition and representative concrete examples of the application of epistemology to various professions, management theories, and fields of human endeavor.
PHL 717	CONSTRUCTING MEANING	3	School of Advanced Studies	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.
PHL 736	POLITICAL ACUMEN AND ETHICS	3	School of Advanced Studies	Upon completion of this course, learners will possess an insight into how leaders address current and future impacts on society and how leaders influence organizational commitment toward proactively addressing risk factors as well as legal, regulatory, and governmental requirements. Topics include public responsibility, organizational community involvement, and attaining and maintaining American corporation ethical standards in local and global environments.

PHY 101	FUNDAMENTALS OF PHYSICS	3	College of Humanities and Sciences	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. Students will apply these principles using practical examples, facilitated discussions, and experiments.
PM 571	PROJECT MANAGEMENT	3	School of Business	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	PROJECT LEADERSHIP	3	School of Business	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	PROJECT RISK MANAGEMENT	3	School of Business	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	PROJECT QUALITY MANAGEMENT	3	School of Business	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	PROJECT MANAGEMENT CAPSTONE	3	School of Business	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.
PMHC 500	GRADUATE STUDIES IN PROFESSIONAL COUNSELING	0	College of Social Sciences	This course provides students with an introduction to strategies for academic success at the graduate level. Topics include an orientation to the counseling program, an overview of University of Phoenix learning platforms, the online library, graduate-level writing expectations, and collaborative processes. Special focus is given to counselor self-efficacy and professional counselor identity.
PMHC 504	INDIVIDUAL AND FAMILY DEVELOPMENT ACROSS THE LIFESPAN	3	College of Social Sciences	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture.

PMHC 506	PERSONALITY THEORY AND COUNSELING MODELS	3	College of Social Sciences	This course enables students to differentiate between the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, and systems theory. A focus on evidence-based practices that incorporate diversity issues is a significant feature of this course. Students have opportunities to establish a strong theoretical foundation as the basis of clinical practice.
PMHC 511	FOUNDATIONAL COUNSELING SKILLS	3	College of Social Sciences	This introductory counseling skills course introduces students to fundamental helping skills. Students will develop a range of basic communication patterns to facilitate a healthy therapeutic relationship between counselor and client. Students learn counseling and communication skills such as, attending behaviors, eliciting, structuring, and summarizing.
PMHC 515	LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING	3	College of Social Sciences	This course covers the legal and ethical responsibilities of the counseling professional. Students learn to interpret and act upon legal and ethical situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
PMHC 525	RESEARCH METHODS FOR MENTAL HEALTH COUNSELORS	3	College of Social Sciences	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the use of results in the professional practice of counseling.

PMHC 540	CAREER AND VOCATIONAL COUNSELING	3	College of Social Sciences	This course provides the student with a comprehensive overview of vocational theory and career counseling. It includes the historical foundations of vocational theory and their relationship to skills and techniques used in career counseling and vocational development practices. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations. Emphasis is placed on the examination of adults in transition and the nature of work in a changing world. Students develop competencies necessary to provide career and vocational counseling to clients across the lifespan.
PMHC 547	CLINICAL ASSESSMENT AND PSYCHOMETRICS	3	College of Social Sciences	This course introduces students to models and tools of clinical assessment, including tests and test reports used in counseling and behavioral analysis. Students practice writing intake assessments, mental status examinations, and outcome-based treatment planning. Special focus is placed on psychometric properties of test, test selection criteria, administration, interpretation, and reporting of test results. Multicultural and ethical issues in assessment and psychometrics are also explored.
PMHC 548	PSYCHOPATHOLOGY: ADVANCED CLINICAL ASSESSMENT	3	College of Social Sciences	Students build on clinical assessment skills, focusing on the more complex or problematic disorders with particular focus on personality disorders. Emphasis is on accepted treatment approaches and outcome based assessments, understanding specific disorder classifications, and identifying behaviors indicative of psychological disorder. Students enhance their skills by practicing report-writing and treatment plan development.
PMHC 551	INDIVIDUAL COUNSELING	3	College of Social Sciences	This course provides intensive skill building in counseling diverse clients. Students focus on the integration of strategies in the counseling process. Key elements of this course include role-play and case conceptualization. Emphasis is placed on effective treatment planning, professional ethics, and differentiated interventions.

PMHC 558	CRISIS INTERVENTION AND TRAUMA	3	College of Social Sciences	This course provides students with an in-depth evaluation of crisis and trauma counseling, including emergency and disaster situations. Students examine crisis theory, methods of crisis response, psychological effects associated with trauma, assessment strategies, and intervention models. Students analyze theoretical approaches as they relate to crisis management and trauma counseling.
PMHC 561	DEPENDENCY AND ADDICTIONS	3	College of Social Sciences	This course addresses addiction concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, treatment modalities, special topics, and working with diverse populations.
PMHC 565	FAMILY, COUPLE, AND CHILD COUNSELING	3	College of Social Sciences	This course is an overview of models in the intervention and treatment of children, adolescents, and families. Students analyze family systems theory; address integrative approaches to assessment in family therapy; and explore systemic treatment approaches for families, couples, and children.
PMHC 568	GROUP COUNSELING	3	College of Social Sciences	This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, group dynamics, norms and boundaries, leadership styles, leading and co-leading, and treatment plans. Confidentiality, selection procedures, ethics, and diversity are included as key components of effective group counseling practice.

POL 110	AMERICAN NATIONAL GOVERNMENT	3	College of Humanities and Sciences	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.
POL 115	AMERICAN NATIONAL GOVERNMENT	3	College of Humanities and Sciences	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.
POL 215	STATE AND LOCAL POLITICAL PROCESSES	3	College of Humanities and Sciences	This course examines the structure and operation of state and local governments and the ways in which governments respond to social, political and public policy challenges.
POL 443	WEALTH AND POWER IN AMERICA	3	College of Humanities and Sciences	This course provides an opportunity for the presentation and discussion of ideas concerned with the distribution of wealth and power in America, and the validity of those ideas tested against accepted rules of investigation and evidence. Conflicting ideas, including publications and public statements, will be examined and tested for validity and reason. The techniques of misinformation and disinformation will be discussed, and their use in arousing irrational or emotional responses will be examined.

POS 221	WINDOWS SERVER CONFIGURATIONS	3	College of Information Systems and Technology	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.
POS 355	INTRODUCTION TO OPERATING SYSTEMS	3	College of Information Systems and Technology	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.
POS 408	.NET I	3	College of Information Systems and Technology	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	.NET II	3	College of Information Systems and Technology	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.

POS 410	SQL FOR BUSINESS	3	College of Information Systems and Technology	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.
POS 433	UNIX NETWORKING	3	College of Information Systems and Technology	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.
PRG 211	ALGORITHMS AND LOGIC FOR COMPUTER PROGRAMMING	3	College of Information Systems and Technology	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.
PRG 215	JAVA PROGRAMMING	3	College of Information Systems and Technology	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. 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 Java 2 Platform Development Kit, Standard Edition.

PRG 218	INTRODUCTION TO C C++	3	College of Information Systems and Technology	This course introduces the student to C C++ programming. The syntax and semantics of the C C++ programming languages are used to produce simple computer programs.
PRG 280	PROGRAMMING IN HTML5 WITH JAVASCRIPT	3	College of Information Systems and Technology	This course provides students an introduction to HTML5 with JavaScript and CSS3. Concepts covered include the creation and formatting of web pages using HTML5 and CSS3, development of web forms, and implementing program logic and validating user input using JavaScript.
PRG 281	WINDOWS APPLICATION DEVELOPMENT USING HTML5 AND JAVASCRIPT I	3	College of Information Systems and Technology	This course cover enhanced HTML5 concepts using CSS3 and JavaScript. This includes use of canvas and different HTML API, exposure to and Windows Event Listener creating and validating dynamic presentation slideshow that responds to mobile and desktop layouts enhancing web presentations using Audio and video features.
PRG 282	WINDOWS APPLICATION DEVELOPMENT USING HTML5 AND JAVASCRIPT 2	3	College of Information Systems and Technology	This course covers developing web applications using HTML 5, CSS3, JQuery and JavaScript. This includes use of different advanced JavaScript API such as Drag-and-drop API, Web storage API, Geo-location API, Web socket API, Web SQL, and Document Object Model (DOM) components

PRG 410	C++PROGRAMMING I	3	College of Information Systems and Technology	This course introduces the student to C++. Topics include C++ basics, selection and repetition structures, sequential files, arrays, and C++ libraries.
PRG 420	JAVA PROGRAMMING I	3	College of Information Systems and Technology	This course introduces object-oriented programming in the context of business applications development. The basics of the Java programming language are covered.
PRG 421	JAVA PROGRAMMING II	3	College of Information Systems and Technology	This course continues the subject in PRG420, Java Programming I. Topics include designing complex applications and the use of data files
PSY 103	INTRODUCTION TO PSYCHOLOGY	3	College of Social Sciences	This course provides an overview of basic psychological principles that underlie human behavior and reactions to everyday life. Students are provided an opportunity to apply critical-thinking skills to psychological problems and issues. The basic tenets of psychology are presented from a historical perspective, with attention to research-based behavioral science.

PSY 201	FOUNDATIONS OF PSYCHOLOGY	3	College of Humanities and Sciences	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 202	FOUNDATIONS OF PSYCHOLOGY	3	College of Social Sciences	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 203	FOUNDATIONS OF PSYCHOLOGY	3	College of Social Sciences	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 205	LIFE SPAN HUMAN DEVELOPMENT	3	College of Social Sciences	This course focuses on a historical view of human development leading to the current life span 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 life span.

PSY 210	INTRODUCTION TO PSYCHOLOGY: WHY WE DO WHAT WE DO	3	College of Social Sciences	This course provides a general introduction to the vast and fascinating field of psychology as well as an understanding into why people behave the way they do. This course covers psychology's basic subject matter in a meaningful and relevant fashion. It also provides a discussion of the ways in which psychological knowledge is applied to improve the quality of individual and shared life. This course is an excellent gateway to more advanced courses in psychology.
PSY 211	ESSENTIALS OF PSYCHOLOGY	3	College of Humanities and Sciences	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 215	CAREERS IN PSYCHOLOGY	3	College of Social Sciences	This course is designed to provide students with an orientation to the field and assist students in planning for a career in psychology. Emphasis will be placed on exploring the different branches of psychology, to identify key resources for exploring careers in psychology and to classify skills and experiences relevant to achieving career goals.
PSY 220	POSITIVE PSYCHOLOGY: WHAT'S RIGHT WITH ME	3	College of Social Sciences	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 225	POSITIVE PSYCHOLOGY	3	College of Social Sciences	How much control do we have over our thoughts, feelings, and behaviors? What does it mean to be "free"? This course offers the student a contemporary and relevant approach to the study of psychology and, in the process, the opportunity to learn more about themselves. In the course, students will evaluate, understand, and build on their psychological strengths and those of others.
PSY 230	THEORIES OF PERSONALITY: I THINK, THEREFORE WHO AM I?	3	College of Social Sciences	What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight in to the question of the self. Psychoanalytic, social behavioral, traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.
PSY 240	THE BRAIN, THE BODY, AND THE MIND: ALL TOGETHER NOW	3	College of Social Sciences	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 245	SURVEY OF RESEARCH AND STATISTICS	3	College of Social Sciences	This course is designed to introduce basic principles and methods of statistics, reasoning, and understanding of psychological data. Statistical and research concepts will be reviewed, and students will be introduced to statistical analysis.

PSY 250	PSYCHOLOGY OF PERSONALITY	3	College of Social Sciences	This course is an introduction to the study of personality. An examination of classic theoretical explorations of personality development, including analysis of how factors such as trauma, mental disorders, intelligence, creativity, and family structure affect personality. Focus is on approaches psychology has developed for understanding personality with applications for personal growth, interpersonal relationships, and organizational processes.
PSY 265	PSYCHOLOGY OF HUMAN SEXUALITY	3	College of Social Sciences	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	ABNORMAL PSYCHOLOGY: ABUSE, ADDICTION, AND DISORDERS	3	College of Social Sciences	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.
PSY 275	INTRODUCTION TO ABNORMAL PSYCHOLOGY	3	College of Social Sciences	This course introduces the study of major psychological disorders as defined in the DSM 5, 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.

PSY 280	HUMAN GROWTH & DEVELOPMENT	3	College of Social Sciences	This course is a study of the development of the individuals from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, emotional, and intellectual aspects across the lifespan, and individual application is emphasized.
PSY 285	SOCIAL PSYCHOLOGY: WHY CAN'T WE ALL JUST GET ALONG	3	College of Social Sciences	This course provides a comprehensive introduction to the study of social psychology- how people interact with and think about others. Students are able to explore and discuss topics such as self-concept, social perception and cognition, attitudes, social identity, interpersonal attractions, social influence, human aggression, and applications of social psychology.
PSY 300	GENERAL PSYCHOLOGY	3	College of Social Sciences	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 301	EMOTIONAL INTELLIGENCE	1	College of Social Sciences	This course examines the concepts and practical applications of emotional intelligence. Emotional intelligence is the ability to manage one's own internal emotional environment and one's ability to participate in relationships with others in such a way as to maximize individual success in life as a functioning human being and member of society. Through a highly interactive format, the course will focus on how to assess basic skills in emotional intelligence, how to develop strategies to improve and enhance basic skill levels, and how to experiment with techniques that facilitate dealing with others of varying emotional backgrounds and competency levels.

PSY 305	PROFESSIONAL ORIENTATION IN PSYCHOLOGY	3	College of Social Sciences	This course is designed for students to explore issues professionals face in the field of psychology. Specifically, the course emphasizes legal and ethical concerns in psychological research and in practice. Emphasis will also be placed on knowledge of APA Ethical Principles and the integration of selected core competencies for professions related to psychology.
PSY 310	HISTORY AND SYSTEMS IN PSYCHOLOGY	3	College of Social Sciences	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 315	STATISTICAL REASONING IN PSYCHOLOGY	3	College of Social Sciences	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 320	HUMAN MOTIVATION	3	College of Social Sciences	This course seeks to synthesize the many theories of human motivation with the practical application of motivating employees. To this end, the course will examine historical theories as well as recent developments in the field of motivation and their relationship to management practices. The primary concepts of goals, quality of work, and rewards will be examined and applied to the workplace.

PSY 335	RESEARCH METHODS	3	College of Social Sciences	This course covers the fundamentals of research and evaluation in the field of psychology. Topics include critical analysis of research literature, quantitative methodologies, and an introduction to qualitative methods. Emphasis will be placed on understanding connections between research design, theories, and the application of results in psychology. Legal and ethical issues pertaining to research with human subjects will also be covered.
PSY 340	BIOLOGICAL FOUNDATIONS IN PSYCHOLOGY	3	College of Social Sciences	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 345	SENSATION AND PERCEPTION	3	College of Social Sciences	This course is designed to explore the five major human sensory systems (vision, hearing, smell, touch, and taste) and perceptual experiences related to these senses as they occur in the human brain. The course examines the anatomical, physiological, and neural connections that influence sensation and perception. Emphasis will be placed on theories and concepts of sensation and perception as a means of understanding human behavior.
PSY 355	MOTIVATIONAL PROCESSES IN HUMAN PSYCHOLOGY	3	College of Social Sciences	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 360	COGNITIVE PSYCHOLOGY	3	College of Social Sciences	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	LIFE SPAN HUMAN DEVELOPMENT	3	College of Social Sciences	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	LEARNING AND COGNITION	3	College of Social Sciences	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	SOCIAL PSYCHOLOGY	3	College of Social Sciences	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	THEORIES OF PERSONALITY	3	College of Social Sciences	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	ABNORMAL PSYCHOLOGY	3	College of Social Sciences	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 420	THEORIES OF BEHAVIOR	3	College of Social Sciences	This course is an introduction to principles of learning and behavior analysis and how they relate to the profession of psychology. Topics to be covered include conditioning, social learning, and philosophical and historical antecedents of behaviorism. The environmental influences of behavior, to understand the antecedent-consequence link and functions of behaviors, will also be covered. An emphasis will be placed on behavior-analytic strategies in a variety of settings including business and industry, education, and health and human services.
PSY 425	CHEMICAL DEPENDENCY IN THE WORKPLACE	3	College of Social Sciences	Using an issues-based approach, this course examines drugs of abuse and the impact of abuse on the individual, family, and society with an emphasis on the employer and work environment. Legal and ethical implications of chemical dependency in the workplace are addressed, and the hallmarks of creating drug-free workplace programs are examined.

PSY 428	ORGANIZATIONAL PSYCHOLOGY	3	College of Social Sciences	This course is concerned with analyzing the external and internal system dynamics that maximize performance excellence through individual and work groups. The course applies psychological factors to enhance work outcomes. Understanding external customer relationships is also explored.
PSY 430	TEAM DYNAMICS FOR MANAGERS	3	College of Social Sciences	This course provides an exploration into how managers and employees work in groups for the completion of organizational objectives. Emphasis of the growing dependency on self-directed work teams is provided. This course equips students with the ability to work in teams successfully, to manage work teams, and to obtain results via team dynamics. Impacts upon customer satisfaction are explored.
PSY 435	INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY	3	College of Social Sciences	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	DIVERSITY AND CULTURAL FACTORS IN PSYCHOLOGY	3	College of Social Sciences	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	ENVIRONMENTAL PSYCHOLOGY	3	College of Social Sciences	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	PSYCHOLOGICAL TESTS AND MEASUREMENTS	3	College of Social Sciences	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	ELEMENTS OF CLINICAL PSYCHOLOGY	3	College of Social Sciences	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 485	SERVICE LEARNING EXPERIENCE: PSYCHOLOGY IN THE COMMUNITY	3	College of Social Sciences	In this course, students will be required to complete a service learning project at a community organization. Examples of appropriate placements include but are not limited to homeless shelters, shelters for abuse survivors, outpatient mental health clinics, juvenile justice facilities, assisted living facilities and hospice centers. Students will learn about the practice of psychology in the community by shadowing qualified professionals, observing interventions, and investigating community services.

PSY 490	CAPSTONE COURSE IN PSYCHOLOGY	3	College of Social Sciences	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.
PSYCH 500	LIFESPAN DEVELOPMENT	3	College of Social Sciences	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development across the life span. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture
PSYCH 504	PERSONALITY THEORIES	3	College of Social Sciences	This course enables students to differentiate among the primary theoretical models of personality theory, such as psychodynamic, affective, cognitive-behavioral, and systems theory. Emphasis is on the importance of students recognizing belief systems and the underlying assumptions inherent in various personality models that accurately reflect their own personal perspectives. Students also learn to recognize strategies and approaches in psychology that reflect identified personality theories as a foundation.
PSYCH 515	ADVANCED ABNORMAL PSYCHOLOGY	3	College of Social Sciences	This course covers a wide range of definitions and models that focus on the complex or problematic psychological disorders and conditions of psychopathology. Emphasis is on learning accepted conceptualizations of such disorders along with contemporary treatment approaches. Students are introduced to the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the basis of diagnosis and classification of psychopathology. Critical thinking skills are emphasized, as are multicultural, legal, and ethical issues involved in the field of abnormal psychology.

PSYCH 525	MEASUREMENTS AND STATISTICS	3	College of Social Sciences	This course provides students with a foundation in statistical methods and principles of measurement and assessment necessary for competency in research, evaluation, and treatment planning for professional psychology practice applications. Students learn statistical models, procedures, and measurement practices that are relevant to the mastery of examination procedures in psycho-educational assessment, organizational assessment, and clinical examinations that use standardized testing instruments, criterion based assessments and the Diagnostic and Statistical Manual of Mental Disorders (DSM).
PSYCH 535	MULTICULTURAL PSYCHOLOGY	3	College of Social Sciences	This course provides students with an in depth focus on cultural factors and cross-cultural perspectives in the field of psychology. Students learn to identify and consider cultural variables in the application of psychological theories and practices. Multicultural issues and valued diversity are the main content focus throughout the course.
PSYCH 540	RESEARCH METHODOLOGY	3	College of Social Sciences	This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students become critical evaluators of research, with emphasis placed on engaging the students in analytical reading of research literature in psychology and the application of skills in conducting primary behavioral research.
PSYCH 545	SURVEY OF PROFESSIONAL PSYCHOLOGY	3	College of Social Sciences	This course surveys various professional activities in psychology and the legal and ethical responsibilities of the psychology professional. Students learn underlying ethical principles relevant to a broad range of issues in the field of psychology, as well as to interpret and act upon various situations appropriately and effectively. Content includes issues such as subject and client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.

PSYCH 550	PSYCHOLOGY OF LEARNING	3	College of Social Sciences	This course examines major theories of learning with relevance to instrumental and classical (Pavlovian) conditioning, cognitive learning processes, motivation, affect, and memory. The students will explore relevant research on traditional and contemporary issues in learning, with an emphasis is on human learning from both behavioral and cognitive perspectives.
PSYCH 555	SOCIAL PSYCHOLOGY	3	College of Social Sciences	This course covers the basic theoretical foundations and recurrent themes in social psychology, including attitudes, stereotyping, conformity, power, aggression, prosocial behavior, the social self, emotions, group dynamics, and inter-group relations. Emphasis is on recent empirical and theoretical developments and includes models of social cognition that are a focus of contemporary social psychological theories.
PSYCH 560	COGNITIVE PSYCHOLOGY	3	College of Social Sciences	This course surveys what modern cognitive psychology says about problem solving and reasoning, memory, language, imagery, and the processes and pathology of language and thought. Cognitive models of information processing in humans and animals are reviewed.
PSYCH 570	ORGANIZATIONAL PSYCHOLOGY	3	College of Social Sciences	This course is an in-depth look at organizational psychology and therefore covers the organizational side of the field, including the impact of the organizations on the individual and on groups of individuals. The dynamics and cultural characteristics of organizations are identified and described in-depth, and organizational development and change are given particular emphasis as well.

PSYCH 575	PHYSIOLOGICAL PSYCHOLOGY	3	College of Social Sciences	This course is a survey of 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 psychological processes of sensation, drive, emotion, learning, and memory.
PSYCH 600	DEVELOPMENTAL PSYCHOLOGY	3	College of Social Sciences	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	RESEARCH METHODS IN PSYCHOLOGY	3	College of Social Sciences	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	MULTICULTURAL AND SOCIAL ISSUES IN PSYCHOLOGY	3	College of Social Sciences	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	STATISTICS FOR THE BEHAVIOR SCIENCES	3	College of Social 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 626	ELEMENTS OF HEALTH PSYCHOLOGY AND BEHAVIORAL HEALTH	3	College of Social Sciences	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 627	ILLNESS PREVENTION AND HEALTH PROMOTION	3	College of Social Sciences	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 628	EVIDENCE-BASED INTERVENTIONS IN BEHAVIORAL HEALTH	3	College of Social Sciences	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 629	INTRODUCTION TO INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY	3	College of Social Sciences	In this course, students will be introduced to the domains of the Industrial Organizational (I-O) Psychology concentration. Topics include an overview of the four primary domains of I-O psychology, human resource management, factors influencing employee performance, organization development, and research relevance within the I-O field of study. Students will gain an 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, the unique contributions of I-O psychology to the broader scientific community, and the main ethical issues likely to be encountered in the field. This course covers a wide variety of topics with the goal of exposing students to the main issues influenced by I-O psychologists.
PSYCH 630	PHYSIOLOGICAL PSYCHOLOGY	3	College of Social Sciences	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	PSYCHOLOGY OF LEARNING	3	College of Social Sciences	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	COGNITIVE PSYCHOLOGY	3	College of Social Sciences	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 642	PERSONNEL PSYCHOLOGY	3	College of Social Sciences	Students in this course will gain an appreciation for the processes I O psychologists use to recruit, select, place, and develop employees, managers, and executives. This includes discussions about tests, assessment centers, interviews, succession planning, and departure. Students will examine the role of the I O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.
PSYCH 645	PERSONALITY THEORIES	3	College of Social Sciences	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 647	HUMAN PERFORMANCE, ASSESSMENT, AND FEEDBACK	3	College of Social Sciences	In this course students are familiarized with behaviors associated with the accomplishment of expected, specified, or formal role requirements on the part of individual organizational members as well as means for appraising and providing feedback to employees.
PSYCH 650	PSYCHOPATHOLOGY	3	College of Social Sciences	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	PSYCHOMETRICS	3	College of Social Sciences	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 657	HUMAN PERFORMANCE, ASSESSMENT, AND FEEDBACK	3	College of Social Sciences	
PSYCH 658	WORK MOTIVATION AND JOB ATTITUDES	3	College of Social Sciences	Students will evaluate various theories of motivation and develop a familiarity and understanding of pertinent research in the field. Students will be able to adapt motivational constructs to the enhancement of employee attitudes, effectiveness, and well-being across a range of organizational contexts.
PSYCH 660	ETHICS AND PROFESSIONAL ISSUES	3	College of Social Sciences	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	INTEGRATIVE CAPSTONE: PSYCHOLOGY PAST AND PRESENT	3	College of Social Sciences	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 problems related to their selected topic and develop either an applied project or research proposal.
PSYCH 670	MASTER'S THESIS	3	College of Social Sciences	Only those students who have developed a detailed and manageable research proposal in PSYCH 665 may enroll in this course. During the course, the student will implement a small-scale or quantitative study, analyze the data and document the research in an APA style manuscript.
PSYCH 700	INTRODUCTION TO I O	3	School of Advanced Studies	This survey course introduces the domains of the Industrial Organizational (I-O) PhD program. The topics include an overview of the four primary domains of I-O psychology: 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; the unique contributions of I-O psychology to the broader scientific community; and the main ethical issues likely to be encountered in the field. The survey course covers a wide variety of topics, with the goal of exposing students to the main issues influenced by I-O psychologists. Students will be engaged in academic writing and APA style.
PSYCH 701	HISTORY AND SYSTEMS OF PSYCHOLOGY	3	School of Advanced Studies	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	SOCIAL PSYCHOLOGY	3	School of Advanced Studies	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	PERSONALITY THEORIES	3	School of Advanced Studies	This course enables students to differentiate among the primary theoretical models of personality theory, such as psychodynamic, affective, cognitive-behavioral, and humanistic theories. Emphasis is on the importance of learners recognizing belief systems and underlying assumptions inherent in various personality models that accurately reflect their own personal perspectives and to recognize strategies and approaches in psychology that reflect identified personality theories as foundation.
PSYCH 704	CURRENT AND FUTURE TOPICS	3	School of Advanced Studies	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.
PSYCH 705	PERSONNEL PSYCHOLOGY	3	School of Advanced Studies	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 706	HUMAN PERFORMANCE, ASSESSMENT, AND FEEDBACK	3	School of Advanced Studies	In this course learners are familiarized with basic models of learning, as well as the different approaches to training, design, delivery, and measurement, that are necessary for organizational development programs. A key emphasis of the class concerns designing essential and effective training objectives that are aligned with an organization's mission.
PSYCH 707	LEADERSHIP THEORY AND MANAGEMENT THEORY	3	School of Advanced Studies	Learners examine major theoretical leadership and management models, distinguish between leadership and management, and assess the impact of each on the work setting. Application of the various perspectives on leadership and management and how these perspectives play a vital role in the achievement of organizational, group, and team goals is discussed.
PSYCH 708	WORK MOTIVATION AND JOB ATTITUDES	3	School of Advanced Studies	This course will allow learners to evaluate various theories of motivation and develop a familiarity and understanding of pertinent research in the field. Learners will be able to relate motivational theories to enhance employee attitudes, effectiveness, and well being in the midst of organizational stressors, health and safety issues, and outsourcing downsizing.
PSYCH 709	ETHICAL, LEGAL, AND PROFESSIONAL CONTEXTS OF I O PSYCHOLOGY	3	School of Advanced Studies	Learners will review pertinent legal and ethical issues for I O psychologists that are related to the different roles that these professionals take in the workplace. Learners will gain the tools necessary to develop an initial ethical framework for making decisions within an organizational structure, and this framework will be expounded upon in future classes.

PSYCH 710	MASTER'S PROJECT	1	School of Advanced Studies	The Master's Project will require learners to integrate their program of study with an in-depth exploration of an interest area that spans all four I O program domains: human resource management, factors influencing employee performance, organization development, and research relevance. The project will be based on library research and or fieldwork and must demonstrate a significant contribution to the I O psychology field.
PSYCH 720R	DISSERTATION PROCESS	3	School of Advanced Studies	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.
PSYCH 740	JUDGMENT AND DECISION MAKING	3	School of Advanced Studies	Learners will develop knowledge about decision theory, judgment, and problem-solving research related to areas such as vigilance behavior, employee selection, choice behavior, and human performance in complex environments. This course examines Brunswik's lens model, Bayesian inference, subjective expected utility, prospect theory, and the cognitive information-processing paradigm.
PSYCH 750	CONSULTING AND BUSINESS SKILLS	3	School of Advanced Studies	This course focuses on developing business presentation, including the development and presentation of information to a business audience that clearly articulates key messages in terms the audience can understand; skills in presenting and responding to questions; and the ability to deliver ideas, proposals, and requests in a fashion that leads to their acceptance and organizational movement in desired directions.

PSYCH 760R	CONSULTING PROCESSES IN I O	3	School of Advanced Studies	The purpose of this residency is for learners to build competencies related to consulting as an internal and external I O professional.
PSYCH 770	ATTITUDE THEORY MEASUREMENT AND CHANGE	3	School of Advanced Studies	Students 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.
PSYCH 780	CONSUMER BEHAVIOR	3	School of Advanced Studies	The relation between the producers (or distributors) and consumers (actual or potential recipients) of goods and services will be discussed, based on the application of a variety of social science research methodologies.
PSYCH 790	INDEPENDENT STUDY	3	School of Advanced Studies	The content and assessment of the independent study course will be determined via a learning contract between the student and the faculty member. The independent study can be either concept or methods-based, and regardless of content, it must culminate with the development of a major project that demonstrates learning at the doctoral level.

PSYCH 799	COMPREHENSIVE EXAM	1	School of Advanced Studies	The comprehensive exam provides an opportunity for students to demonstrate competence in I-O psychology content, practice and leaderships, and research. Students will demonstrate a requisite understand of previous course work, will be assessed on their knowledge and skill as an I-O psychology consultant, and will demonstrate the capability of generating research at the doctoral level.
PSYX 270	ABNORMAL PSYCHOLOGY: ABUSE, ADDICTION, AND DISORDERS	3	College of Social Sciences	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.
PXTP 1030	PRAXIS CORE TEST PREP - READING	1	College of Education	In this course, participants review the concepts and topics found on the Praxis Core Reading exam. Participants take practice tests, review test questions, analyze correct and incorrect answers, and create a plan to prepare for the exam beyond the conclusion of this course. Participants receive information on testing strategies, vocabulary, and other subject-specific material required in the following content categories: Content Category I: Key Ideas and Details Content Category II: Craft, Structure, and Language Skills Content Category III: Integration of Knowledge and Ideas
PXTP 1035	PRAXIS CORE TEST PREP - WRITING	1	College of Education	In this course, participants review the concepts and topics found on the Praxis Core Writing exam. Participants take practice tests, review test questions, analyze correct and incorrect answers, and create a plan to prepare for the exam beyond the conclusion of this course. Participants receive information on testing strategies, vocabulary, and other subject-specific material from the following content categories: Content Category I: Text Types, Purposes, and Production Content Category II: Language and Research Skills for Writing

PXTP 1040	PRAXIS CORE TEST PREP - MATHEMATICS	1	College of Education	In this course, participants review the concepts and topics found on the Praxis Core Mathematics exam. Participants take practice tests, review test questions, analyze correct and incorrect answers, and create a plan to prepare for the exam beyond the conclusion of this course. Participants receive information on testing strategies, vocabulary, and other subject-specific information required in the following content categories: -Content Category I: Number and Quantity -Content Category II: Algebra and Functions -Content Category III: Geometry -Content Category IV: Statistics and Probability
PXTP 2015	PRAXIS II TEST PREPARATION - MATHEMATICS CONTENT KNOWLEDGE	1	College of Education	In this course, participants review the math concepts and topics found on the Praxis II Mathematics Content Knowledge exam. Participants practice working timed math problems by hand, quickly and correctly. Additionally, opportunities to determine personal strategies for successful test-taking are provided. Participants receive information on testing strategies, vocabulary, formulas, and other subject-specific information required in the following domains: - Domain I: Algebra and Number Theory - Domain II: Measurement, Geometry, and Trigonometry - Domain III: Functions and Calculus - Domain IV: Data Analysis and Statistics, and Probability - Domain V: Matrix Algebra and Discrete Mathematics Opportunities to take practice tests, to review test questions by analyzing both correct and incorrect answers, and to use the information gathered from analysis and practice assessments help students prepare for the exam.
PXTP 2020	PRAXIS II ELEMENTARY ED CONTENT KNOWLEDGE TEST PREP	0	College of Education	This course prepares students for the Praxis II® Elementary Education Test by reviewing key social studies, language arts, science, and mathematics topics. Students review the specific areas of study found on the exam.
PXTP 2025	PRAXIS II TEST PREPARATION - ELEMENTARY ED CONTENT KNOWLEDGE	1	College of Education	In this course, participants review the concepts and topics found on the Praxis II® Elementary Ed Content Knowledge exam. Participants practice for the exam by reviewing key social studies, language arts, science, and mathematics topics. Participants receive information on testing strategies, vocabulary, formulas, and other subject-specific information required in the following domains: - Domain I - Reading Language Arts - Domain II - Mathematics - Domain III - Social Studies - Domain IV - Science Opportunities to take practice tests, to review test questions by analyzing both correct and incorrect answers, and to use the information gathered from analysis and practice assessments help students prepare for the exam.

QNT 273	INTRODUCTION TO BUSINESS STATISTICS	3	School of Business	This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. Topics will include an introduction to probabilities and sampling.
QNT 275	STATISTICS FOR DECISION MAKING	3	School of Business	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.
QNT 351	QUANTITATIVE ANALYSIS FOR BUSINESS	3	School of Business	This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.
QNT 561	APPLIED BUSINESS RESEARCH & STATISTICS	3	School of Business	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.

QNT 562	DATA ANALYSIS FOR PUBLIC POLICY AND MANAGEMENT	3	College of Criminal Justice and Security	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.
QNT 565	RESEARCH METHODS, DESIGN, AND ANALYSIS	3	School of Business	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.
QNT HC561	APPLIED BUSINESS RESEARCH & STATISTICS IN HEALTH CARE	3	School of Business	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.
QNT TM561	RESEARCH AND STATISTICS FOR PROCESS CONTROL	3	School of Business	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.

QNTX 562	DATA ANALYSIS FOR PUBLIC POLICY AND MANAGEMENT	3	College of Criminal Justice and Security	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.
QRB 501	QUANTITATIVE REASONING FOR BUSINESS	3	School of 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.
RDG 201CA	READING AND WRITING CONCEPTS	3	College of Humanities and Sciences	This course builds a foundation in language acquisition and development to examine the concepts of reading, writing, spelling, and concepts of reading, writing, spelling, and handwriting. Students explore children's development in these areas and the implications for instruction. They also observe and reflect on language arts interactions and activities in a classroom setting.
RDG 350	CHILDREN'S LITERATURE	3	College of Education	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 350CA	CHILDREN'S LITERATURE	3	College of Education	This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied as well as the application of children's literature to instruction and to assessment in reading. Methods for integrating the use of children's literature in all content areas will be examined.
RDG 351	EARLY CHILDHOOD LITERACY DEVELOPMENT	3	College of Education	This course focuses on creating an environment in the early childhood setting that promotes literacy skill development. This course will help teachers create developmentally effective learning environments that promote listening, speaking, reading, and writing skills.
RDG 410FE	READING FIELD EXPERIENCE	1	College of Education	Students will complete reading field experience activities.
RDG 412	SCIENTIFICALLY BASED LITERACY INSTRUCTION	3	College of Education	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 The Colorado Reading to Ensure Academic Development Act (2012) and state reading and 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 language arts are also emphasized.

RDG 415	DIAGNOSIS AND REMEDIATION OF READING DIFFICULTIES	3	College of Education	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 416	METHODS OF TEACHING IN EARLY CHILDHOOD LANGUAGE AND LITERACY	3	College of Education	This course focuses on children's language and literacy development from birth to age 8. 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.
RDG 418	PHONOLOGICAL THEORY AND READING INSTRUCTION	3	College of Education	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 420	ELEMENTARY METHODS - READING LANGUAGE ARTS	3	College of Education	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 420CA	ELEMENTARY METHODS: READING AND LANGUAGE ARTS	3	College of Education	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 420FE	READING FIELD EXPERIENCE	1	College of Education	Students will complete reading field experience activities.
RDG 500	SCIENTIFICALLY BASED READING INSTRUCTION	3	College of Education	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 501	ORIENTATION TO THE CURRICULUM & INSTRUCTION READING PROGRAM	0	College of Education	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.

RDG 502	DIAGNOSIS AND REMEDIATION	3	College of Education	This course is designed to provide participants with practice in current research-based assessment, diagnosis, and intervention and accommodations for struggling readers and diverse learners with literacy difficulties. Participants explore informal and formal assessments for progress monitoring. In addition, participants examine assessment results and create assessment reports with recommendations.
RDG 503	PHONOLOGICAL THEORY AND APPLICATION	3	College of Education	This course addresses the linguistic, neurological, cognitive, and socio-cultural factors that influence readers and writers. The No Child Left Behind (NCLB) Act, national and state standards in literacy, and high stakes assessments have resulted in more attention placed on the role of phonics in students' reading and writing achievement. Participants study relevant research, theories, and instructional approaches, including technology and multimedia, to support phonics as a fundamental component of effective reading, writing, and spelling programs.
RDG 504	THEORETICAL AND RESEARCH FOUNDATIONS OF LANGUAGE & LITERACY	3	College of Education	This course provides students with foundational knowledge in the study and application of research into critical issues in the field of literacy. Topics include research on the development and expansion of literacy, sociocultural influences on literacy, how research informs literacy instruction, and models of the reading process.
RDG 522	READING AND WRITING INSTRUCTIONAL STRATEGIES FOR ELEMENTARY	3	College of Education	This course considers the guiding principles of literacy development of children kindergarten through 6th grade. It examines diversity and the role of culture, community, family, and language in children's growth as readers and writers. In addition, it considers the influence of assessment, technology, and print choices on children's reading and writing development.

RDG 523	CONTENT AREA READING AND WRITING FOR ELEMENTARY	3	College of Education	This course focuses on methods and materials for teaching diverse elementary children to read and write well in various content areas. Candidates examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, classroom management techniques, technology tools, media, and print materials which enhance children's reading and writing in content areas are also examined.
RDG 524	TEACHER LEADERSHIP	3	College of Education	This course prepares participants to define, clarify, and reflect on their roles as educational leaders in diverse school communities. Participants explore leadership strategies for collaboration, coaching and mentoring, communication, and lifelong learning. Defining trends in teacher leadership, building a leadership supportive culture, and becoming a change agent are examined. Participants create a model for collaborating with school and community stakeholders to foster positive change in the school environment.
RDG 525	ELEMENTARY READING AND WRITING STRATEGIES	3	College of Education	This course empowers participants to support diverse elementary students to read and write with ease and confidence. Participants explore the principles, theories, and standards that help students read and write well. In particular, participants explore reading and writing materials, instructional tools and strategies, and assessment techniques.
RDG 526	ADOLESCENT LITERATURE	3	College of Education	This course focuses on evaluating, selecting, and integrating adolescent literature in 6th- 12th grade classrooms. Participants investigate gender, language, and other individual preferences in literature. Participants analyze various techniques for teaching diverse learners using an array of culturally responsive, age- appropriate, classic, contemporary, and award-winning literature. Participants examine the use of text sets, choice books, technology links, audio books, author studies, performance assessments, and book-to-film features to incorporate across the curriculum.

RDG 527	CONTENT AREA READING AND WRITING FOR ADOLESCENTS	3	College of Education	In this course, participants explore the teaching of reading and writing in 6-12 content area classrooms. Participants learn instructional strategies, comprehension strategies, and techniques for using reading and writing to learn. Also, methods for differentiating reading and writing for adolescents are examined.
RDG 528	READING ASSESSMENT	3	College of Education	This course focuses on K-12 reading assessment. Participants examine various types of assessment for use in the classroom, the school, the district, and the state. Participants explore objective tests, performance assessments, and standardized testing. Topics include evaluation of curriculum and assessment, data-driven decision making, Response to Intervention for struggling readers, diversity and assessment, and ethical and legal considerations.
RDG 529	CHILDREN'S LITERATURE	3	College of Education	This course prepares participants to use culturally diverse literature to improve speaking, reading, and writing skills. Participants learn to judge the literary quality and cultural authenticity of diverse literature, create and share learning activities, and explore communication opportunities. An additional focus is the design of instructional strategies that emphasize multicultural and gender-sensitive literature.
RDG 530	CURRICULUM CONST & ASSMT: READING AND LANGUAGE ARTS	4	College of Education	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 530CA	CURRICULUM CONST & ASSMT: READING AND LANGUAGE ARTS	4	College of Education	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.
RDG 530FE	READING FIELD EXPERIENCE	1	College of Education	Students will complete reading field experience activities.
RDG 531	CURRICULUM CONSTRUCTS & ASSMNT: ENGL LANG ARTS & READING 4-8	4	College of Education	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.
RDG 532	CURRICULUM CONSTRUCTS & ASSMNT: ENGL LANG ARTS & READING 4-8	4	College of Education	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.

RDG 533	READING AND WRITING INSTRUCTIONAL STRATEGIES FOR ADOLESCENTS	3	College of Education	This course focuses on the most current research for teaching reading and writing to students at the middle and secondary levels. Various comprehension strategies, technology lessons, and assessment techniques are modeled. The connection between reading and writing is analyzed. Critical issues in reading are researched and debated.
RDG 534	CONTENT AREA READING AND WRITING FOR ADOLESCENTS	3	College of Education	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.
RDG 535	DIAGNOSIS AND REMEDIATION OF READING DIFFICULTIES	3	College of Education	This course addresses instructional reading or language arts strategies, student activities, and resources that can be utilized, based on students' contextual information and assessment results. It provides foundational information about stages of reading, factors that impact reading ability, and the nature of reading difficulties. This information serves as a context for learning about the administration and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final case study report and intervention plan is developed based on student data provided.
RDG 536	READING METHODS: PRIMARY	3	College of Education	This course explores current theories and methods to support the literacy development of pre-kindergarten through third grade children. Participants explore foundations of language and literacy, children's transitions from oral language to concepts of print, and the techniques, technology, and texts to build a community of readers and writers using a balanced, integrated approach. Participants analyze effective ways to plan for, differentiate, extend, and assess children's literacy learning while respecting differences in experiential background, language, culture, and special learning needs.

RDG 537	CURRICULUM CONST AND ASSMT: READING AND LANGUAGE ARTS	4	College of Education	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 537CA	CURRICULUM CONST AND ASSMT: READING AND LANGUAGE ARTS	4	College of Education	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.
RDG 537FE	READING FIELD EXPERIENCE	1	College of Education	Students will complete reading field experience activities.
RDG 538	READING METHODS: ELEMENTARY	3	College of Education	This course is designed to provide an integrated approach to the teaching of reading. Participants explore specific strategies designed to help construct meaning across the curriculum and across instruction. Word identification using semantic, syntactic, and graphophonic cueing systems is addressed. In addition, emphasis is placed on prereading techniques, vocabulary development, writing, universal access, motivational issues, and technology.

RDG 539	READING SKILLS AND PRACTICUM (K-8)	3	College of Education	This course provides an overview of current instructional approaches and theories regarding the teaching of reading for K-8 classroom teachers. Participants examine literacy as it relates to emergent readers, struggling readers, and English language learners. The topics of decoding, vocabulary, fluency, and comprehension are explored. Emphasis is placed on acquiring new strategies for instruction and assessment, which are practiced during the course practicum.
RDG 540	READING SKILLS AND PRACTICUM (K-5)	3	College of Education	This course provides an overview of current instructional approaches and theories regarding the teaching of reading for K-5 classroom teachers. Participants examine literacy as it relates to emergent readers and English language learners. The topics of decoding, vocabulary, fluency, and comprehension are explored. Emphasis is placed on acquiring new strategies for instruction and assessment, which are practiced during the course practicum.
RDG 541	READING SKILLS AND PRACTICUM (6-12)	3	College of Education	This course provides an overview of current instructional approaches and theories regarding the teaching of reading for 6-12 classroom teachers. Participants examine literacy as it relates to struggling readers and English language learners. The topics of decoding, vocabulary, fluency, and comprehension are explored. Emphasis is placed on acquiring new strategies for instruction and assessment, which are practiced during the course practicum.
RDG 542	CURR CONST AND ASSMT: READING METHODS FOR SECONDARY SETTINGS	3	College of Education	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) in single subject classrooms at the secondary level. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.

RDG 542CA	CURR CONST AND ASSMT: READING METHODS FOR SECONDARY SETTINGS	3	College of Education	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 in a single subject content area classroom, is incorporated into the course requirements.
RDG 542FE	READING FIELD EXPERIENCE	1	College of Education	Students will complete reading field experience activities.
RDG 543	READING METHODS: SECONDARY	3	College of Education	This course emphasizes literacy and learning in grades 6-12. Various influences on reading and writing are analyzed, including new literacies, information and communication technologies, diversity, schema, resources, and student skill level. Participants examine state and national standards, instructional strategies, active engagement techniques, fluency, vocabulary development, and assessment.
RDG 544	RESEARCH FOUNDATIONS OF LANGUAGE AND LITERACY	3	College of Education	This course provides participants with foundational knowledge on the study of research and how it is applied to critical issues in the field of language and literacy. Participants examine research on developing and expanding literacy, sociocultural influences on literacy, how research informs literacy instruction, and models of the reading process.

RDG 545	CULTURALLY RESPONSIVE READING METHODS AND MATERIALS	3	College of Education	This course focuses on reading and writing instructional methods that respond to the needs of culturally and linguistically diverse learners and the selection of materials to support that instruction. Candidates select methods that meet the needs of the school and community, evaluate the materials for suitability, and create a plan for communicating instructional methods and materials selection to the community.
RDG 546	CONTENT AREA READING AND WRITING FOR ELEMENTARY	3	College of Education	This course focuses on methods and materials for teaching diverse elementary children to read and write well in various content areas. Participants examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, classroom management techniques, and technology tools, media, and print materials used to enhance children's reading and writing in the content areas are also explored.
RDG 547	ADOLESCENT READING AND WRITING STRATEGIES	3	College of Education	This course covers current research on teaching reading and writing to students at the middle and secondary levels. Participants examine various comprehension strategies, technology lessons, and assessment techniques. The connection between reading and writing and critical issues in reading and writing instruction for adolescents are also explored.
RDG 548	CULTURALLY RESPONSIVE METHODS AND MATERIALS	3	College of Education	This course focuses on reading and writing instructional methods for culturally and linguistically diverse learners and on selecting materials to support that instruction. Participants select methods that meet the needs of the school and community, evaluate the materials for suitability, and create a plan for communicating instructional methods and materials selected to the community.

RDG 549	READING AND LANGUAGE ARTS INSTRUCTION FOR DIVERSE LEARNERS	4	College of Education	This course focuses on the most current research, theory, and methods of reading instruction, including instructional methods that respond to the needs of culturally and linguistically diverse learners, 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 553	READING AND LANGUAGE ARTS INSTRUCTION FOR DIVERSE LEARNERS	3	College of Education	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) that respond to the needs of culturally and linguistically diverse learners in single subject classrooms at the secondary level. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
RDG 555	DIAGNOSIS AND REMEDIATION OF READING & WRITING DIFFICULTIES	3	College of Education	This course focuses on assessing and addressing students' strengths and needs in the areas of reading and writing. Topics include identifying appropriate assessments, managing implementation of assessments, and communicating assessment results to students and parents. In addition, selecting, planning, and implementing research-based instruction, selecting appropriate instructional materials, and using technology effectively are covered. The course includes a practical application project based on work with a student in a K-12 school setting.
RDG 560	READING PRACTICUM	6	College of Education	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.

RDG 570	CURRICULUM CONST AND ASSMT: READING AND LANG ARTS FOR SPE	4	College of Education	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.
READ 501	ORIENTATION TO THE CURRICULUM AND INSTR. READING PROGRAM	0	College of Education	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.
READ 504	THEORETICAL AND RESEARCH FOUNDATIONS OF LANG. AND LITERACY	3	College of Education	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	READING AND WRITING INSTRUCTIONAL STRATEGIES FOR ELEMENTARY	3	College of Education	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 523	CONTENT AREA READING AND WRITING FOR ELEMENTARY	3	College of Education	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 533	READING AND WRITING INSTRUCTIONAL STRATEGIES FOR ADOLESCENTS	3	College of Education	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 534	CONTENT AREA READING AND WRITING FOR ADOLESCENTS	3	College of Education	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.
READ 545	CULTURALLY RESPONSIVE READING METHODS AND MATERIALS	3	College of Education	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 555	DIAGNOSIS AND REMEDIATION OF RDG. AND WRITING DIFFICULTIES	3	College of Education	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	READING PRACTICUM	6	College of Education	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.
REL 133	WORLD RELIGIOUS TRADITIONS I	3	College of Humanities and Sciences	This course offers a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Hindu, Buddhist, Taoist, Confucian, and Shinto traditions.
REL 134	WORLD RELIGIOUS TRADITIONS II	3	College of Humanities and Sciences	This course provides a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Judaic, Christian, and Islamic religious traditions.

RES 320	FOUNDATIONS OF RESEARCH	3	College of Social Sciences	This is a course introducing the foundations of research. Research principles and the scientific method are applied to professional situations. The course is designed to equip students with an understanding of commonly employed research methodologies that can be utilized to improve productivity and increase customer satisfaction.
RES 351	BUSINESS RESEARCH	3	School of Business	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.
RES 404	HISTORICAL RESEARCH METHODS	3	College of Humanities and Sciences	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.
RES 562	PROGRAM EVALUATION	3	College of Criminal Justice and Security	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.

RES 700	STATISTICS ENTRANCE ASSESSMENT	0	School of Advanced Studies	This statistics assessment, which is not credit-bearing, is a pass/fail course that can be used to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning, fulfilling the academic progression requirement.
RES 708	APPLIED RESEARCH IN HIGHER EDUCATION ADMINISTRATION	3	School of Advanced Studies	In this advanced research course, learners analyze and create data presentation strategies that translate complex research findings into actionable policy decisions. Building on their practical knowledge of research methodologies, learners study the conceptual aspects of research and the ways in which these aspects aid in the production of meaningful change within educational institutions.
RES 709	RESEARCH CONCEPTUALIZATION AND DESIGN	3	School of Advanced Studies	This course provides an overview of social science research methodologies and their application in context to the student's degree program. Foundational concepts include the examination and application of theoretical frameworks, critical analysis of scholarly literature and interpretation of data through a theoretical lens. Students also explore quantitative, qualitative and mixed research methods and the core elements of an effective research plan.
RES 710	STATISTICAL RESEARCH METHODS AND DESIGN I	3	School of Advanced Studies	This course surveys a broad range of quantitative research methods to prepare learners to apply them to resolving a variety of researchable problems. Topics include an overview of descriptive and inferential statistics including nonparametric statistics.

RES 711	FUNDAMENTAL PRINCIPLES OF SOUND RESEARCH	3	School of Advanced Studies	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 713	STATISTICS	3	School of Advanced Studies	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-variate research designs.
RES 714	QUANTITATIVE METHODS AND STATISTICAL ANALYSES	3	School of Advanced Studies	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 714A	QUANTITATIVE METHODS AND STATISTICAL ANALYSIS	3	School of Advanced Studies	This course is designed to provide students with an overview of quantitative research approaches and their application to decision making in higher education institutions. Students will apply critical thinking-skills to address research problems. Various quantitative methods for data collection and statistical analyses will be explored, with an emphasis on ways in which quantitative analyses are utilized in higher education settings.

RES 715	QUALITATIVE METHODS	3	School of Advanced Studies	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.
RES 715A	QUALITATIVE METHODS	3	School of Advanced Studies	This course is designed to provide students with an overview of qualitative research approaches and the application to higher education institutions. Various theoretical and philosophical frameworks will be discussed including design and methodologies for all core elements of major qualitative designs. Frequently applied qualitative designs include ethnography, grounded theory, case studies, and phenomenology.
RES 720	STATISTICAL RESEARCH METHODS AND DESIGN II	3	School of Advanced Studies	The course builds on the student's 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 722A	RESEARCH DESIGN	3	School of Advanced Studies	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	ADVANCED STATISTICAL RESEARCH METHODS AND DESIGN	3	School of Advanced Studies	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 723A	ADVANCED STATISTICAL RESEARCH METHODS AND DESIGN	3	School of Advanced Studies	Advanced Statistical Research Methods and Design was developed for advanced PhD in Higher Education Administration students. It provides information on paradigms of quantitative research and their application in higher education. This course builds on the students' foundational knowledge of quantitative methods and statistical analyses. Students will make connections between research and practice with a focus on statistical analysis and interpretation of data in the context of problems and practices found in higher education.
RES 724	QUALITATIVE METHODS AND DESIGN	3	School of Advanced Studies	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 724A	QUALITATIVE METHODS AND DESIGN	3	School of Advanced Studies	Qualitative Methods and Design was developed for advanced PhD in Higher Education Administration students. The course builds on students' understanding of qualitative methods and various research designs. The purpose of the class is to discuss framing qualitative research questions, differences and applications for appropriate methodologies, and data collection and analysis within the context of higher education administration.

RES 725	DESCRIPTIVE AND COMPARATIVE DATA ANALYSIS	3	School of Advanced Studies	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	CORRELATIONAL METHODS OF ANALYSIS	3	School of Advanced Studies	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	APPROACHES TO PHENOMENOLOGICAL INQUIRY AND DATA ANALYSIS	3	School of Advanced Studies	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	QUALITATIVE CASE STUDY	3	School of Advanced Studies	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	ETHNOMETHODOLOGY AND THE STUDY OF CULTURE	3	School of Advanced Studies	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 731	RESEARCH METHODS AND STATISTICS IN I O (I)	3	School of Advanced Studies	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	RESEARCH METHODS AND STATISTICS IN I O (II)	3	School of Advanced Studies	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	CRITERION DEVELOPMENT, PERFORMANCE EVALUATION, AND APPRAISAL	3	School of Advanced Studies	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.

RES 741	TESTING AND MEASUREMENT	3	School of Advanced Studies	A comprehensive overview of the psychological tests and measurements used by I-O psychology practitioners. Basic psychometric principles, such as reliability, validity, and standardization, will be explored. Students will also learn about the steps involved in test development and considerations surrounding the interpretation of test scores. Professional and ethical standards and guidelines for testing are reviewed.
RES 745	GROUNDED THEORY METHODS	3	School of Advanced Studies	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	MIXED METHODS	3	School of Advanced Studies	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 750	APPROACHES TO RESEARCH: QUANTITATIVE QUALITATIVE I	3	School of Advanced Studies	In this course, students will learn about foundational quantitative and qualitative research designs and their appropriateness for achieving a study's objectives. Topics include research methods and design, the development of problem statements, purpose statements, research questions, and hypotheses. Learners will create the foundational components of a concept paper for the two topics identified by the student during PSYCH 720R.

RES 751	APPROACHES TO RESEARCH: QUANTITATIVE QUALITATIVE II	3	School of Advanced Studies	In this course, students will critically evaluate the two research topics developed into draft concept papers during RES 750 to determine which topic is most viable for their dissertation study. After selecting a topic, students will more deeply examine quantitative and qualitative research designs, including key methodological approaches. They will continue to develop key components of their dissertation concept paper and focus on a brief review of the literature, a summary of the theoretical or conceptual framework, and a justification of their research methods and design choices.
RES 752	RESEARCH CONSTRUCTS AND DESIGN	3	School of Advanced Studies	In this course, students will synthesize the cumulative knowledge gained in RES 750 and RES 751 to prepare their dissertation concept paper for final review and evaluation. The concept paper will be expanded to ensure a brief discussion of the study population, the sampling strategy, and the methodological approach of data collection and analysis. The contents of the concept paper will be critically reviewed by the student for alignment with the School of Advanced Studies Dissertation Criteria and Rating Scale.
RES 760	MEASUREMENT OF CONSTRUCTS	3	School of Advanced Studies	The purpose of this course is to guide learners in the integration of information learned in previous courses (i.e., residency, research courses, testing and measurement) that relates to measurement and dissertation issues and apply the information to the initial working draft of the dissertation (developed in Research Constructs and Design). The final outcome of this course will be used as an initial draft of the introduction and literature review of the dissertation.
RES 765	MULTIVARIATE STATISTICS	3	School of Advanced Studies	This course focuses on statistical approaches that simultaneously examine multiple variables. Students will explore the assumptions, limitations, advantages, and applications of each approach. The approaches will include correlation and regression, discriminant function and analysis, multidimensional scaling, MANOVA, factor analysis, and path analysis and structural equation modeling.

RES 770	PSYCHOMETRICS	3	School of Advanced Studies	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.
REV 400	INTRODUCTION TO REVENUE MANAGEMENT	3	School of Business	This course will focus on the multifaceted revenue sources driving the business from the strategic revenue manager's perspective. It will provide a review of hotelier and food service operations, and explore and contrast different factors affecting each hospitality sector. This course will also make available practical applications scenarios and allow the student to practice their newly acquired revenue management skills and evaluate their understanding of the subject.
REV 405	HOSPITALITY PRICING AND YIELD MANAGEMENT	3	School of Business	This course will focus on managing a hospitality organization's pricing and yield management strategies to maximize revenues. It will provide an in-depth look at forecast demand and pricing models and techniques utilized within the industry to achieve revenue growth. Students will gain a better understanding of the impact of managing pricing through various distribution channels and develop strategies to optimize these for greater financial performance.
REV 410	REVENUE MANAGEMENT STRATEGY AND IMPLEMENTATION	3	School of Business	This course applies the advanced techniques and management skills necessary to elevate the performance of an organization through the role of a strategic revenue manager. Students will develop the skills necessary to implement strategies and understand the implications of their decisions on the hospitality organization. Through a case study approach, students will interpret revenue management opportunities and create impactful solutions with an action plan for implementation within a hospitality setting.

RHET 300	RHETORICAL THEORIES	3	College of Humanities and Sciences	This course examines major rhetorical theories and theorists from a range of cultures and periods.
RHET 450	ADVANCED LINGUISTICS	3	College of Humanities and Sciences	This course offers an overview of advanced topics in linguistics. Topics may include semantics and pragmatics.
RHET 470	STUDIES OF AMERICAN RHETORIC	3	College of Humanities and Sciences	This course examines American rhetoric from a variety of genres and a range of historical periods.
RHET 475	RHETORIC AND SOCIAL MEDIA	3	College of Humanities and Sciences	This course explores the use of rhetoric in contemporary social media.

RTI 500	FOUNDATIONS OF RESPONSE TO INTERVENTION (RTI)	3	College of Education	This course provides participants with the background and history of Response to Intervention. Participants explore school-wide screening, data-based decision making, progress monitoring, and culturally responsive assessment practices. Participants also analyze the characteristics of Tiers I, II, and III, recommend evidence-based interventions, and describe the roles of school personnel in Response to Intervention implementation.
SCHC 505	HUMAN DEVELOPMENT AND FAMILY CHANGE ACROSS THE LIFESPAN	3	College of Social Sciences	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate school based situations, consider prevention strategies and assess potential interventions in the school context.
SCHC 505C	HUMAN DEVELOPMENT AND FAMILY CHANGE ACROSS THE LIFESPAN	3	College of Social Sciences	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate clinical situations and assess potential therapeutic interventions in context.
SCHC 506	SCHOOL COUNSELING THEORIES AND PERSONALITY MODELS	3	College of Social Sciences	This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive-behavioral, and systems theory. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and also recognizing strategies and approaches likely to be most successful with a particular school population. Students have opportunities to establish a strong theoretical foundation as the basis of school practice and to evaluate and assess educational situations for implementation of therapeutic interventions that are gender and culturally appropriate.

SCHC 510	HUMAN DIVERSITY AND SPECIAL POPULATIONS IN SCHOOL COUNSELING	3	College of Social Sciences	This course is designed for school counselors as a foundation for understanding diversity among the school age population in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical mental limitations, social class, etc.
SCHC 510PR	MULTICULTURAL ISSUES IN SCHOOL COUNSELING	3	College of Social Sciences	This course is designed for school counselors as a foundation for understanding diversity among the school age population in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical mental limitations, social class, etc.
SCHC 515	LEGAL AND ETHICAL ISSUES IN COUNSELING AND SCHOOLS	3	College of Social Sciences	This course covers the legal and ethical responsibilities of the counseling professional, particularly related to counseling in schools. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
SCHC 517	FOUNDATIONS OF SCHOOL COUNSELING	3	College of Social Sciences	This course introduces prospective school counselors to the history, services, settings, roles, and competencies of counselors in elementary and secondary schools in America. Pertinent laws and ethical standards will be explored. Important trends that will continue to influence school counseling programs will also be examined.

SCHC 519	DELIVERY OF SERVICES IN SCHOOL COUNSELING	3	College of Social Sciences	This course is aligned with the national school counseling model by introducing the student to the delivery components of effective school counseling programs including the guidance curriculum, individual planning, responsive services and system support. Students will learn how these services are appropriately delivered at the different school levels from kindergarten through high school.
SCHC 525	INDIVIDUAL COUNSELING: CHILDREN AND ADOLESCENTS	3	College of Social Sciences	This course provides students with foundational professional skills in counseling, with a focus on individual counseling techniques with children and adolescents. Particular emphasis is given to the application of these skills in the school-based environment.
SCHC 537	RESEARCH AND DATA ANALYSIS IN SCHOOL COUNSELING	3	College of Social Sciences	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include research methods, statistical analysis, needs assessment, program evaluation, and data driven research necessary in the school setting. Emphasis is placed on understanding connections between research design and data analysis related to school counseling.
SCHC 544	CLINICAL ASSESSMENT AND STUDENT EVALUATION	3	College of Social Sciences	This course introduces students to models and tools of assessment and evaluation necessary to work within a school environment. Students will have a basic knowledge of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and understand the historical, ethical and legal issues regarding assessment. Administration, scoring and interpretation of standardized tests are described as well as the purposes of assessment in an educational counseling setting. Students will develop competency in intervention, referral, and after care procedures for professional school counseling practice in situations such as abuse and neglect, substance abuse, and suicide, as well as participating as a member of a multi-disciplinary team for special education planning.

SCHC 554	GROUP COUNSELING: CHILDREN AND ADOLESCENTS	3	College of Social Sciences	This course provides students with intensive knowledge, awareness, and skill-building in group counseling within a school setting. Content emphasizes such areas as different types of groups, group dynamics, group norms and boundaries, leadership styles, leading and co-leading, and development of appropriate school based counseling group plans. Confidentiality, selection procedures, ethics, and multicultural diversity are included as key components of effective group counseling practice.
SCHC 556	PORTFOLIO II	0	College of Social Sciences	Professional Counseling Assessment Portfolio II helps students integrate and evaluate their learning in the Master of Science in School Counseling program at midpoint. Like an assessment center, Portfolio II provides an integrative experience requiring the student to bring together all of what he or she has learned in previous courses in the program and to demonstrate how that learning has been applied both personally and professionally.
SCHC 562	STUDENT VOCATIONAL DEVELOPMENT AND CAREER COUNSELING	3	College of Social Sciences	This course is a study of career counseling from theory to practical application. The focus is on clearly delineated career guidance objectives and strategies for implementing career guidance programs in schools, including the development of individual career life plans for students. The course fosters appropriate use of career counseling tools such as computer-based guidance systems, labor market information, and assessment. It provides a historical perspective of current College Tech Prep and K-12 programs. Issues related to career counseling for individuals from specific populations are also addressed.
SCHC 571	SCHOOL COUNSELING ADMINISTRATION	3	College of Social Sciences	This course examines the essential role of counselors in administering school counseling programs. This includes the processes of designing, implementing, monitoring, and evaluating comprehensive school counseling and guidance programs. The course emphasizes the role of the counselor as a leader and advocate in systemic change.

SCHC 592	PRACTICUM IN SCHOOL COUNSELING	3	College of Social Sciences	The Practicum is designed to help students make a transition from the academic study of school counseling concepts to the practical application of these concepts in the school setting. Students are closely supervised as they develop skills in the comprehensive school counseling areas of responsive services, guidance curriculum, individual planning, and system support. The practicum experience includes on campus classroom hours and 100 Practicum hours at a school site.
SCHC 5920	ORIENTATION TO SCHOOL COUNSELING PRACTICUM	0	College of Social Sciences	This course is an orientation to the practicum and internship.
SCHC 597A	SCHOOL COUNSELING INTERNSHIP A	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC 597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction school counseling services under the direction and supervision of an approved school counselor.
SCHC 597B	SCHOOL COUNSELING INTERNSHIP B	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC 597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.

SCH-CN 517	SCHOOL COUNSELING: FOUNDATIONS	3	College of Education	Participants examine the history, services, settings, roles, and competencies of counselors in K-12 schools in the United States. Laws and ethical standards related to school counseling are explored. In addition, participants also examine important trends that continue to influence school counseling programs.
SCH-CN 519	SCHOOL COUNSELING: DELIVERY OF SERVICES	3	College of Education	Aligned with the national school counseling model, the primary focus of this course is on guidance curriculum, individual planning, responsive services, and system supports that advocate for every student's academic, career, personal, and social success. Delivery components of effective K-12 school counseling programs are examined. Participants analyze current strategies, interventions, and trends to promote constructive partnerships and student wellness.
SCH-CN 571	SCHOOL COUNSELING: ADMINISTRATION	3	College of Education	Participants examine the roles and responsibilities of administering school counseling programs. The processes of designing, implementing, monitoring, and evaluating comprehensive school counseling and guidance programs are analyzed. Emphasis is placed on the role of the school counselor as a leader and advocate in systemic change.
SCI 100	PARADIGMS OF HEALTH	3	College of Humanities and Sciences	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.

SCI 151	ASTRONOMY	3	College of Humanities and Sciences	This course is designed to introduce students to the science of astronomy, utilizing current concepts of the Earth, the solar system, and the universe. In addition, historical developments in astronomy from ancient mythology to modern science will be covered.
SCI 162	PRINCIPLES OF HEALTH AND WELLNESS	3	College of Humanities and Sciences	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.
SCI 163	ELEMENTS OF HEALTH AND WELLNESS	3	College of Humanities and Sciences	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 201	SURVEY OF ALTERNATIVE MEDICINE	1	College of Humanities and Sciences	This course examines the traditions and recent developments within the field of alternative medicine, and includes a comparison of Western and Eastern diagnostic systems. Through a highly interactive and experiential format, participants will overview a comprehensive range of physical, psychological, and energy therapies resulting in insight, awareness, and appreciation for diverse approaches to medicine.

SCI 209	OCEANOGRAPHY	3	College of Humanities and Sciences	This course examines the linkages between the evolution of earth and water masses. Students will focus on the physical, chemical, biological and geological aspects of the ocean processes.
SCI 220	HUMAN NUTRITION	3	College of Humanities and Sciences	This course introduces the basic concepts of food and nutrition to highlight ways that students can integrate good nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutritive needs, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.
SCI 230	INTRODUCTION TO LIFE SCIENCE	3	College of Humanities and Sciences	This course introduces the student to scientific ideologies and concepts that not only shape our biological world, but also shape us as humans. Through a variety of comprehensive assessments and relevant discussions, students examine the scientific method, the dynamics of inheritance, and the affect humans have on the environment. Topics include the biology of cells, energy systems, and evolution.
SCI 241	NUTRITION	3	College of Humanities and Sciences	SCI 241 introduces students to the world of human nutrition. Students examine the components included in a healthy, balanced diet, and develop strategies to meet their changing nutritional needs throughout the various stages of life. Specific topics for the course include: the digestion process, functions and health benefits of specific nutrients, weight management and fitness, and the effects of nutritional deficiencies.

SCI 250	MICROBIOLOGY	4	College of Health Sciences and Nursing	This course will instruct students on the fundamentals of microbiology. Topics will include introduction to the biology of microorganisms, including structure, function, metabolism, growth, genetics, diversity and host-parasite relationships. Also, examples of how microorganisms are relevant to the needs, activities, and role of the health of individuals is discussed. Students will explore principles of applied microbiology and apply these scientific principles to case studies and lab experiences.
SCI 256	PEOPLE, SCIENCE AND THE ENVIRONMENT	3	College of Humanities and Sciences	This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems, and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems, and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution as well as types of energy resources are addressed. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.
SCI 275	ENVIRONMENTAL SCIENCE	3	College of Humanities and Sciences	This course focuses on the causes, impacts, and solutions to environmental issues. Students will identify global environmental issues, as well as develop and critique environmental action plans. Topics addressed include ecosystems, energy, populations, resources, pollution, and sustainability.
SCI 362	ENVIRONMENTAL ISSUES AND ETHICS	3	College of Humanities and Sciences	This course applies scientific, philosophical, economic, and ethical principles to current and future environmental issues. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment.

SEC 100	INTRODUCTION TO SECURITY MANAGEMENT	3	College of Criminal Justice and Security	Introduction to the basics of corporate security management, including the development, documentation, and implementation of policies and procedures for protecting corporate assets. Identifies security management procedures that support information classification, risk assessment, and risk analysis to identify threats, categorize assets, and rate system vulnerabilities. Course also introduces concepts that will be further developed in the next five courses.
SEC 110	INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM AND PATRIOT ACT	3	College of Criminal Justice and Security	An overview of the criminal justice system in the United States. Insights will be provided on the history, philosophy and social development of both federal and state criminal justice systems and the impact of the Patriot Act on these systems.
SEC 120	CORPORATE SECURITY ESSENTIALS	3	College of Criminal Justice and Security	Introduction to the systems and processes that identify and effectively mitigate activities that may threaten the resilience and continued survival of an enterprise. Overview of corporate activities that oversee and manage the close coordination of all functions within a company that are concerned with security, continuity and safety.
SEC 130	PRIVATE SECURITY ISSUES AND CONFLICTS	3	College of Criminal Justice and Security	Introduction to private security guidelines that are essential to the success and safety of individuals and professional private policing organizations. Course also examines, through case study, examples of private security firm failures and successes.

SEC 140	INCIDENT COMMUNICATION PLANS AND SYSTEMS	3	College of Criminal Justice and Security	Overview of plans that swiftly and effectively communicate incident details and subsequent response actions. Course also introduces concepts to pre-plan standardized methods and notification procedures that will allow companies to rapidly communicate in the event of a crisis condition. Course will establish that well planned communication procedures will streamline anticipated methods and assure messages are received promptly during a crisis situation.
SEC 150	INSIDER THREATS FUNDAMENTALS	3	College of Criminal Justice and Security	Course provides an overview of threats to an organization that come from people within the organization, such as employees, former employees, contractors or business associates, who have inside information concerning the organization's security practices, data and computer systems. Insider threats may involve fraud, the theft of confidential or commercially valuable information, the theft of intellectual property, or the sabotage of computer systems, either directly or through indirect access.
SEC 200	EMERGENCY MANAGEMENT AND RESPONSE	3	College of Criminal Justice and Security	Introduction to the development of an emergency response plan which includes conducting risk assessments to identify potential emergency scenarios. Course will provide insights on potential threats and the need to respond with appropriate resources. Course will also review actual corporate emergency plans that include building evacuation ("fire drills"), sheltering from severe weather such as tornadoes, "shelter-in-place" from an exterior airborne hazard such as a chemical release and lockdown procedures when confronted with an act of violence.
SEC 210	PHYSICAL ASSET PROTECTION	3	College of Criminal Justice and Security	This course introduces students to examining physical assets and evaluating risk as a result of associated threats and identified vulnerabilities. Based on a risk analysis model, students will evaluate assets, prioritize threats, and apply critical thinking to countermeasures with consideration for a cost- benefit analysis.

SEC 215	ORGANIZATIONAL SECURITY AND SECURITY SPECIALIZATIONS	3	College of Social Sciences	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 technology, legal issues, ethics, vulnerability assessments, criminal and terrorist activity, interagency cooperation and loss prevention and risk management. In addition this course identifies and contrasts the benefits of proprietary and contract security operations and introduces the student to a variety of security specializations including corporate, academic, transportation, and government. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective specializations.
SEC 219	COMPUTERS AND INFORMATION PROCESSING IN SECURITY	3	College of Criminal Justice and Security	This course introduces the fundamentals of information systems and the role of information management and protection in today's security environment. An overview is presented of information systems, hardware and software, data information management, networking and telecommunications, the Internet, and systems development.
SEC 220	CRITICAL THINKING IN SECURITY MANAGEMENT	3	College of Criminal Justice and Security	Course addresses the development of critical thinking skills that facilitate improved security management decision making. Overview of the importance of developing critical and creative thinking skills and technologies in the 21st century.
SEC 221	INTRODUCTION TO SECURITY SERVICES	3	College of Criminal Justice and Security	This course will explore the various workplace sectors where security services are utilized. Students will also be introduced to security principles and concerns unique to specific sectors.

SEC 222	PRIVATE SECURITY MANAGEMENT	3	College of Criminal Justice and Security	This course will examine private security management concerns by exploring the organizational structure, leadership styles, training and education, establishing policies and procedures, and evaluating employee performance.
SEC 223	LEGAL, LIABILITY & ETHICAL CONCERN IN SECURITY SERVICES	3	College of Criminal Justice and Security	This course examines legal, liability, and ethical issues that security personnel encounter on a regular basis. Students will explore such concepts as equal employment opportunity, diversity, use of force, powers of arrest, incident scene preservation, ethics, and honesty.
SEC 224	WORKPLACE SAFETY FOR SECURITY	3	College of Criminal Justice and Security	This course provides students with an overview of general industry safety concepts necessary for security practitioners. It will examine safety awareness, the critical components of an emergency evacuation plan, required record keeping, and effective management tools.
SEC 225	BUDGETING AND FINANCE FOR SECURITY SERVICES	3	College of Criminal Justice and Security	This course provides students with an introduction to the tools necessary to understand guard force scheduling, budget development, and finance concerns, as they relate to daily operations of security services.

SEC 230	HOMELAND SECURITY AND PUBLIC SAFETY	3	College of Criminal Justice and Security	This course introduces the theoretical underpinnings of homeland security risk management and presents principles and practices that support public safety programs. Homeland security and public safety involves a variety of operating environments.
SEC 232	INDUSTRIAL SAFETY	3	College of Criminal Justice and Security	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 240	LOSS PREVENTION AND SUPPLY CHAIN SECURITY	3	College of Criminal Justice and Security	This course is an introduction and general overview of loss prevention and supply chain security strategies and programs. Students will learn the basic principles and methodologies involved with the prevention of shrinkage or loss. Students will be introduced to basic theories and concepts, key terms and definitions and current critical issues. Additionally this course provides an overview of situational crime prevention the crime risk management process, and the stages necessary to designing an effective supply chain security program.
SEC 250	CYBER SECURITY FUNDAMENTALS	3	College of Criminal Justice and Security	Review of the need to secure enterprise-wide information systems to mitigate the threat presented by cyberterrorists. The role of DHS Sector Coordinating Councils and its impact on corporate responsibilities. Includes the impact of federal regulations on secure mobile and other information technology devices.

SEC 300	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT IN SECURITY	3	College of Criminal Justice and Security	This course explores the critical role of human resources in security-oriented business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in current security organizations. This course will provide students with a critical perspective on human capital development for security 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 current critical business implications for human resource professionals and how they relate to and support security.
SEC 310	INTRODUCTION TO ORGANIZATIONAL SECURITY AND MANAGEMENT	3	College of Criminal Justice and Security	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 the various dimensions of security, i.e.: Corporate, Academic, Transportation, Government, etc
SEC 311	SECURITY MANAGEMENT FUNDAMENTALS	3	College of Criminal Justice and Security	This course is an overview of the principles of security management and the consequences of failure to identify and 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, such as technology, legal issues, ethics, vulnerability assessments, criminal and terrorist activity, and interagency cooperation. The course also introduces various security specializations including corporate, academic, transportation, and government.
SEC 319	COMPUTERS AND INFORMATION PROCESSING IN SECURITY	3	College of Criminal Justice and Security	This course introduces the fundamentals of information systems and the role of information management and protection in the modern security environment. Students will explore and develop their skills in critical thinking and problem-solving of information systems, networking communication, information utilization from the Internet, and information management and security collaboration. Learners will also nurture their professional competence and values by learning how to handle information ethically.

SEC 320	SURVEY OF SECURITY SPECIALIZATIONS	3	College of Criminal Justice and Security	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.
SEC 321	SURVEY OF SECURITY SPECIALIZATIONS	3	College of Criminal Justice and Security	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.
SEC 330	INDUSTRIAL SAFETY	3	College of Criminal Justice and Security	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 331	INDUSTRIAL SAFETY	3	College of Criminal Justice and Security	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 an investigation of work related accidents.

SEC 340	CRIMINOLOGY AND THE CRIMINAL JUSTICE SYSTEM	3	College of Criminal Justice and Security	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 341	CRIMINOLOGY AND THE CRIMINAL JUSTICE SYSTEM	3	College of Criminal Justice and Security	This course identifies the theories of criminology and its influence on society from social, political, individual and theoretical perspectives. The course examines types of criminal activity and provides students with an understanding of the causes of criminal behavior and the societal response to crime. The course also identifies and discusses the various elements of the American criminal justice system and related current trends of social media and perceived disparities.
SEC 350	LEGAL AND REGULATORY ISSUES IN SECURITY MANAGEMENT	3	College of Criminal Justice and Security	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 351	LEGAL AND REGULATORY ISSUES IN SECURITY MANAGEMENT	3	College of Criminal Justice and Security	This course examines legal, regulatory, ethical, and policy issues that influence the work performance of security personnel. It also discusses the potential consequences of non-compliance for individuals and institutions.

SEC 352	ORGANIZATIONAL BEHAVIOR AND MANAGEMENT	3	College of Criminal Justice and Security	This course encompasses the study of individual and group behavior in organizational settings, with special emphasis on those that are security-oriented. Management methods for organizational processes and change are presented along with leadership applications.
SEC 360	INTERPERSONAL COMMUNICATIONS	3	College of Criminal Justice and Security	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 361	INTERPERSONAL COMMUNICATIONS	3	College of Criminal Justice and Security	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 nonverbal communication.
SEC 362	FINANCE AND BUDGETING PRACTICES	3	College of Criminal Justice and Security	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. Special emphasis is given to these processes, procedures, and practices in relation to security-oriented environments.

SEC 370	THE ADMINISTRATION PROCESS	3	College of Criminal Justice and Security	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 371	FINANCE AND BUDGETING PRACTICES	3	College of Criminal Justice and Security	This course provides the student with an understanding of the various elements of a program budget and the process of budget development, justification, and presentation. Special emphasis is given to these procedures, practices, and liabilities in relation to security-oriented environments.
SEC 372	LABOR RELATIONS	3	College of Criminal Justice and Security	This course introduces students to the contemporary trends in employee-management relations and examines the history of labor relations, the nature of the workplace, and the economic foundations of work organizations. Students explore the legal, social, and economic aspects of labor relations and the techniques and attitudes essential for developing and leading employee-management relations.
SEC 382	SOCIAL RESPONSIBILITY AND LEADERSHIP	3	College of Social Sciences	This course presents analysis of historical concepts regarding leadership with a focus on social responsibility and leadership ethics associated with the security industry. The course examines techniques for leading individuals and teams and explores the concept and management of corporate and public social responsibility.

SEC 390	ORGANIZATIONAL BEHAVIOR AND MANAGEMENT	3	College of Criminal Justice and Security	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 391	ORGANIZATIONAL BEHAVIOR AND MANAGEMENT	3	College of Criminal Justice and Security	This course encompasses the study of individual and group behavior in organizational settings, with special emphasis on those that are security-oriented. Management methods for organizational processes and change are presented along with leadership applications.
SEC 392	LEGAL AND REGULATORY ISSUES IN SECURITY MANAGEMENT	3	College of Social Sciences	This course examines legal, regulatory, ethical, and policy issues that influence the work performance of security personnel. It also discusses the potential consequences of noncompliance for individuals and institutions.
SEC 400	THREAT AND VULNERABILITY MANAGEMENT	3	College of Criminal Justice and Security	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 401	THREAT AND VULNERABILITY MANAGEMENT	3	College of Criminal Justice and Security	This course highlights a methodical approach to security management. Students will learn the steps necessary to carrying out a comprehensive security risk assessment with consideration for physical facilities, personnel, equipment, and operating systems. Students will evaluate techniques and current trends for identifying and managing security risks and vulnerabilities associated with potential threats.
SEC 402	OVERVIEW OF STRATEGIC INTELLIGENCE IN SECURITY	3	College of Criminal Justice and Security	This course provides students with an integrative foundation in the field of strategic intelligence at the operational, tactical, and strategic levels. Students explore the process of collecting and analyzing various data, applying data to mission-critical security operations, using data to meet special organizational or divisional requirements. The main objective is for students to develop knowledge and expertise on selecting, developing, and deploying information to assist in decision making.
SEC 410	PHYSICAL SECURITY	3	College of Criminal Justice and 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 411	PHYSICAL SECURITY	3	College of Criminal Justice and Security	Review of facilities physical security measures, including active and passive protection systems.

SEC 412	THREAT AND VULNERABILITY MANAGEMENT	3	College of Criminal Justice and Security	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 420	PERSONAL SECURITY	3	College of Criminal Justice and 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 421	PERSONNEL SECURITY AND EXECUTIVE PROTECTION	3	College of Criminal Justice and Security	Review of personal security measures, including employee, general public and VIP protection systems and methods.
SEC 422	MANAGEMENT AND PRINCIPLES OF INVESTIGATION	3	College of Criminal Justice and Security	This course is designed to provide students with an understanding of investigation principles and techniques. Students explore aspects of the security manager's responsibilities, such as investigating criminal activity, verifying employment applicant backgrounds, and analyzing internal organizational security issues.

SEC 430	PRINCIPLES OF INVESTIGATION	3	College of Criminal Justice and Security	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 431	PRINCIPLES OF INVESTIGATION	3	College of Criminal Justice and Security	Investigation of criminal activity, employment applicant backgrounds, and internal organizational security 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 432	SECURITY OF INFORMATION SYSTEMS AND TECHNOLOGY	3	College of Criminal Justice and Security	This course provides students with an understanding of the security issues associated with computer network systems. Students identify security measures that are intended to protect the software, hardware, and data associated with computer systems and learn practices that security professionals can employ to reinforce their organization's information systems against attack.
SEC 440	SECURITY OF INFORMATION SYSTEMS AND TECHNOLOGY	3	College of Criminal Justice and Security	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 441	SECURITY OF NETWORKS AND ENTERPRISE SYSTEMS	3	College of Criminal Justice and Security	This course provides the student with an understanding of the security issues associated with computer network systems. The course also identifies security measures that are intended to protect the software, hardware, and data associated with computer systems and include practices that security professionals can employ to harden their organization's information systems against attack.
SEC 442	PHYSICAL SECURITY	3	College of Criminal Justice and Security	This course provides students with an understanding of the various levels of security that can be employed for protecting people, property, and data housed in physical facilities.
SEC 450	GLOBAL SECURITY ISSUES	3	College of Criminal Justice and Security	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 451	GLOBAL SECURITY ISSUES	3	College of Criminal Justice and Security	Course provides an overview of the "General Security Risk Assessment Guideline." Also addresses global socioeconomic, political, and environmental issues. As well an introduction to the US State Department International Traffic in Arms Regulation (ITAR) and the US Commerce Department Export Administrative Regulations (EAR) on global business operations.

SEC 452	PERSONAL SECURITY	3	College of Criminal Justice and Security	This course provides students with an understanding of the procedures, techniques and technology associated with protecting executives, employees, customers and the general public from intentional harm, accidents, and naturally occurring emergencies.
SEC 460	TERRORISM	3	College of Criminal Justice and Security	This course helps the student understand of the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts.
SEC 461	TERRORISM	3	College of Criminal Justice and Security	This course helps the student understand the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts. Additionally, student learn how to assess terrorist risks as they relate to the private sector and how to prepare for and handle the incident and business continuity planning for recovery.
SEC 462	GLOBAL SECURITY ISSUES	3	College of Criminal Justice and Security	This course introduces students to the evolutionary changes to the global security environment. The course will help students understand the dynamic nature of global factors influencing security strategies and how domestic security policy integrates these global strategies.

SEC 470	HOMELAND SECURITY AND INTERAGENCY RESPONSE	3	College of Criminal Justice and Security	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 471	CRITICAL INCIDENT MANAGEMENT	3	College of Criminal Justice and Security	This course introduces students to the process of critical incident management, encompassing a variety of events that impact justice and security organizations. This course will discuss prevention, planning and recovery, as well as inter-agency coordination and response.
SEC 472	TERRORISM	3	College of Criminal Justice and Security	This course helps students understand the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts.
SEC 480	CAPSTONE COURSE	3	College of Criminal Justice and Security	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.

SEC 481	SECURITY CAPSTONE	3	College of Criminal Justice and Security	Through operational scenarios and practical exercises, students will address the competencies outlined in the "Chief Security Office (CSO) Organizational Standard," by ASIS American National Standard. Includes a summary and integration of the entire organizational security and management curriculum.
SEC 482	HOMELAND SECURITY AND INTERAGENCY RESPONSE	3	College of Criminal Justice and Security	This course examines the USA PATRIOT Act, the establishment and mission of the Department of Homeland Security, and the role of local, state, and private agencies in homeland security.
SEC 489	IMPLEMENTATION OF SECURITY SYSTEM MEASURES	3	College of Criminal Justice and Security	This course will examine the process of security project planning. Students will gain knowledge in how to submit a contract requesting proposals, analyzing appropriate bids, procuring necessary components for the security system, and security system integration.
SEC 490	PHYSICAL SECURITY OPERATIONS CAPSTONE	3	College of Criminal Justice and Security	In this course students will examine the physical security of a facility and complete a security survey to make recommendations on improvement while considering cost implications and system effectiveness.

SEC 491	ENTERPRISE SECURITY ADMINISTRATION CAPSTONE	3	College of Criminal Justice and Security	This course will examine the totality of the domain areas necessary to successfully manage Enterprise Security within an organization. We will place special emphasis on integrating knowledge from the previous courses to examine the security system as a whole and make recommendations for best practices and improvement.
SEC 492	SECURITY CAPSTONE	3	College of Criminal Justice and Security	This is the capstone course for Organizational Security Management undergraduate program. The course provides students with the opportunity to integrate and apply specific program knowledge and learning in a comprehensive manner with regard to the areas of risk and threat assessment, physical, personal, and information system(s) security, emergency and critical incident response, and organizational administration and management. Students will evaluate and demonstrate their professional growth with the development of an effective organizational security plan.
SEC 493	SURVEY OF SECURITY	3	College of Criminal Justice and 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.
SEC 508	MODELS, THEORIES AND STRATEGIES FOR SECONDARY EDUCATION	3	College 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.

SEC 508CA	MODELS, THEORIES AND STRATEGIES FOR SECONDARY EDUCATION	3	College 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.
SEC 518	SECONDARY STUDENT TEACHING SEMINAR I: THE PROFESNL EDUCATOR	2	College of Education	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.
SEC 519	SECONDARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEC 520	SECONDARY STUDENT TEACHING PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SEC 523CA	SECONDARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
SEC 524CA	SECONDARY STUDENT TEACHING PART B	4	College of Education	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.
SEC 525	SECONDARY STUDENT TEACHING	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decisionmaking,analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEC 545	SECONDARY STUDENT TEACHING	3	College of Education	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 performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SEC 585	SECONDARY STUDENT TEACHING	4	College of Education	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.
SEC 590	SECONDARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
SEC 592	SECONDARY STUDENT TEACHING SEMINAR II	3	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: classroom management, design and implementation of the Teacher Work Sample, and strategies to increase parent communication and or family and community involvement. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.
SEC 594	SECONDARY STUDENT TEACHING SEMINAR III	3	College of Education	This course provides students practical guidance in securing a teaching position. Students will develop resumes and cover letters, and obtain final letters of recommendation. The program's e-portfolio overall rating will be completed during this course. Assistance in preparing a professional portfolio for employment will be provided. Student rating using the Program Rubric will be determined.

SEC 595	SECONDARY STUDENT TEACHING PART B	4	College of Education	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.
SEC 596	SECONDARY STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
SEC 598	SECONDARY STUDENT TEACHING: PART A	4	College of Education	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	SECONDARY STUDENT TEACHING: PART B	4	College of Education	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.

SEI 300	STRUCTURED ENGLISH IMMERSION	3	College of Education	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	ADVANCED STRUCTURED ENGLISH IMMERSION METHODS	3	College of Education	This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.
SEI 500	STRUCTURED ENGLISH IMMERSION	3	College of Education	This course will introduce students to the the concept of and methods for instructing in a Sheltered English environment. Students will study how a learner-centered approach to teaching can provide English Language Learners, as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and ELL students acquire English. 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 501	STRUCTURED ENGLISH IMMERSION	3	College of Education	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 502	ADVANCED SEI METHODS	3	College of Education	This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.
SEI 503	ADVANCED STRUCTURED ENGLISH IMMERSION METHODS	3	College of Education	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.
SEM 700AR	DOCTORAL PROGRAM ORIENTATION SEMINAR	0	School of Advanced Studies	SEM 700AR introduces the Doctor of Philosophy (PhD) in Higher Education Administration and Nursing programs. Students will be exposed to doctoral level inquiry and the process of discovery. During SEM 700AR, students participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, theoretical research, and building a community of scholars.
SEM 700IR	DOCTORAL PROGRAM ORIENTATION SEMINAR	0	School of Advanced Studies	SEM 700IR is designed to promote doctoral-level inquiry and reinforce the integrated scientist-practitioner approach of I-O psychology and include the leadership emphasis of the UOPX School of Advanced Studies. During SEM 700IR, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for I-O related doctoral-level thinking, research, and community building. On completing SEM 700IR, students are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.

SEM 700R	DOCTORAL PROGRAM ORIENTATION SEMINAR	0	School of Advanced Studies	SEM 700R is designed to promote active doctoral- level inquiry and reinforce the School of Advanced Studies' integrated scholarship, practice, and leadership approach. During SEM 700R, students 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.
SEM 701R	COMMUNICATE IN AN ONLINE ENVIRONMENT	0	School of Advanced Studies	This is a seminar to assist DM learners in their understanding and use of Outlook Express.
SEM 702R	INTRODUCTION TO OUTLOOK EXPRESS	0	School of Advanced Studies	This is a seminar to assist DM learners in their understanding and use of Outlook Express.
SEM 703R	ORIENTATION LIBRARY TRAINING	0	School of Advanced Studies	This is a seminar to assist DM learners in understanding and use of the University of Phoenix library.

SEM 704R	BRIEFING ON DOC 701 - A PHILOSOPHY OF KNOWLEDGE	0	School of Advanced Studies	This is a seminar to assist DM learners to transition to their first online course - DOC 701.
SEM 705R	INTRODUCTION TO THE APA STYLE MANUAL	0	School of Advanced Studies	This is a seminar to assist DM learners in their understanding and use of the APA Style Manual.
SIM 100	SIMULATION LAB PRACTICE	0	College of Health Sciences and Nursing	This course is designed to develop basic clinical skills under the supervision of a clinical faculty.
SIM 400	IMMERSIVE LEARNING	0	College of Health Sciences and Nursing	This course is designed to facilitate immersive learning, develop critical think skills, and advance clinical judgment, under the super vision of a clinical faculty.

SOC 100	INTRODUCTION TO SOCIOLOGY	3	College of Humanities and Sciences	This course is an introduction to the set of perspectives on human life that allows us to understand how our personal lives are affected by our place in society. It explores ways of looking at the world that allow us to understand how the events and experiences of our lives are part of group dynamics, of social institutions, and of cultural meanings. It allows us to see personal events and meanings as affected by historical forces and to see how historical events may be shaped by personal choices.
SOC 110	TEAMWORK, COLLABORATION, AND CONFLICT RESOLUTION	3	College of Humanities and Sciences	This course provides an applied approach to teambuilding, collaboration, and conflict resolution. Students must understand and apply these concepts within academic and professional settings. Students develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics are also explored.
SOC 110F	TEAMWORK, COLLABORATION, AND CONFLICT RESOLUTION	3	College of Humanities and Sciences	This course provides an applied approach to teambuilding, collaboration, and conflict resolution. Students must understand and apply these concepts within academic and professional settings. Students develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics are also explored.
SOC 262	CONTEMPORARY AMERICAN SOCIETY	3	College of Humanities and Sciences	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 315	CULTURAL DIVERSITY	3	College of Humanities and Sciences	This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race ethnicity, socioeconomic class and cultural background.
SOC 333	GENDERS IN SOCIETY	3	College of Humanities and Sciences	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	THE PEOPLES AND CULTURES OF ASIA	3	College of Humanities and Sciences	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	CONTEMPORARY LATIN AMERICAN SOCIETY	3	College of Humanities and Sciences	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	THE AFRICAN AMERICAN EXPERIENCE	3	College of Humanities and Sciences	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.
SOC 339	THE ASIAN AMERICAN EXPERIENCE	3	College of Humanities and Sciences	This course provides students with a comparative examination of the social, economic, and political experiences of Asian immigrants and their descendants in the United States from the 1840s to the present.
SOC 341	CULTURE AND HISTORY OF NATIVE NORTH AMERICA	3	College of Humanities and Sciences	This course provides students with an overview of Native American history and studies. Topics explored in this course include the history, art, and cultural traditions of the Native Americans.
SOC 343	CULTURE AND HISTORY OF THE MIDDLE EAST	3	College of Humanities and Sciences	This course provides students with an overview of the political, social, and economic currents of the Middle East. Emphasis is placed on the historical background and development of current problems in the region. Topics explored in this course include imperialism, nationalism, religion, class formation, and the Arab-Israeli crisis.

SOC 345	CULTURE AND HISTORY OF AFRICA	3	College of Humanities and Sciences	This course provides students with a history of the peoples, cultures, and societies of Africa. Emphasis is placed on modern-day Africa, including themes of imperialism, nationalism, and Islamic reform.
SOC 374	EUROPEAN SOCIETY AND CULTURE	3	College of Humanities and Sciences	This course will provide students with an overview of the intellectual and artistic movements that have developed in Europe since the Enlightenment.
SOC 721	SOCIAL, POLITICAL, & ETHICAL ASPECTS OF HIGHER EDUCATION	3	School of Advanced Studies	Learners will undertake research into the intertwined aspects of social and political constructs as they impact ethical decision-making in higher education administration. Stakeholders, economics, political agendas, beliefs, values, cultures, and religions will be examined within a framework of ethical theories of problem-solving and resolution strategies. Students will conclude the course with a personal assessment of ethical philosophy as it applies to the realm of higher education.
SPAN 110	CONVERSATIONAL SPANISH I	3	College of Humanities and Sciences	SPAN 110 is an introductory course in conversational Spanish. The objective of the course is to teach students basic vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.

SPAN 114	CONVERSATIONAL SPANISH II	3	College of Humanities and Sciences	SPAN 114 is the second course in a two-course sequence presenting topics in conversational Spanish. The objective of the course is to teach students Spanish vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.
SPAN 504	SPANISH FOR EDUCATORS, BASIC	3	College of Education	In this course, participants are introduced to simple Spanish grammar and knowledge of the Hispanic culture. Educators who are beginning Spanish-language learners are instructed on how to communicate with English language learners and their parents. Emphasis is on basic communication skills associated with real-life situations, the classroom environment, student praise and encouragement, school personnel, and school terminology.
SPAN 505	SPANISH FOR EDUCATORS, INTERMEDIATE	3	College of Education	This course prepares educators to effectively communicate with students and parents in Spanish. Participants focus on real-life situations, the classroom, and school terminology using complex grammatical structures, verb tenses, and conjugations. In addition, participants analyze the sociolinguistic aspect of the Spanish language to better comprehend cultural differences. Basic understanding and knowledge of Spanish, as gained through an introductory Spanish for Educators course, is required.
SPE 300	ORIENTATION TO THE EXCEPTIONAL CHILD	3	College of Education	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.

SPE 300CA	ORIENTATION TO THE EXCEPTIONAL CHILD	3	College of Education	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.
SPE 300FE	SPECIAL EDUCATION FIELD EXPERIENCE	1	College of Education	Students will complete special education field experience activities.
SPE 350	FOUNDATIONS OF RESPONSE TO INTERVENTION (RTI)	3	College of Education	This course provides students with the foundational concepts of Response to Intervention (RTI). Participants will explore the background, history and principles of RTI to include components of the program. An emphasis will be placed on the roles school personnel play in data collection, implementation, and intervention.
SPE 511	SPECIAL EDUCATION METHODS	3	College of Education	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	SPECIAL EDUCATION ASSESSMENT AND INTERPRETATION	3	College of Education	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.
SPE 513	ORIENTATION TO THE EXCEPTIONAL CHILD	3	College of Education	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 514	SURVEY OF SPECIAL POPULATIONS	2	College of Education	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.
SPE 514CA	SURVEY OF SPECIAL POPULATIONS	2	College of Education	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.

SPE 514FE	SPECIAL EDUCATION FIELD EXPERIENCE	1	College of Education	Students will complete special education field experience activities.
SPE 537	CHARACTERISTICS OF LEARNING DISABILITIES	3	College of Education	This course examines the characteristics of students with learning disabilities. Causes attributed to 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	CHARACTERISTICS OF EMOTIONAL & BEHAVIORAL DISORDERS	3	College of Education	This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, possible causes such as traumatic brain injury, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.
SPE 546	SPECIAL EDUCATION METHODS	3	College of Education	This course provides an overview of methodologies used in teaching exceptional learners from early childhood on, with an emphasis on students with specific learning disabilities, developmental disabilities, and emotional disabilities. 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 or career counseling. Communication through consultation and collaboration and professional and ethical practices are also considered.

SPE 556	CHARACTERISTICS OF PHYSICAL & HEALTH DISABILITIES	3	College of Education	This course provides an overview of the unique characteristics, learning styles, and challenges faced by individuals with physical and health disabilities including students with traumatic brain injury, other health impairments, and orthopedic impairments. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special education services within schools. Various program models available through public, private, and hospital settings will be reviewed. Supports, accommodations, and curricular modifications will be explored. The impact of inclusive education and self-contained placements on this population will be analyzed.
SPE 557	COLLABORATION WITH FAMILIES OF STUDENTS WITH DISABILITIES	3	College of Education	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	TRANSITION PLANNING FOR ADOLESCENTS WITH DISABILITIES	3	College of Education	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 559	CHARACTERISTICS OF LEARNING DISABILITIES	3	College of Education	This course examines the foundations of special education and characteristics of learning disabilities. Causes attributed to learning disabilities, the referral process, and available programs or service delivery options are examined. Various assessment and remediation techniques, as well as the use of appropriate classroom materials, are analyzed and evaluated. Curricular modifications for students in inclusive settings are also explored.

SPE 573	CHARACTERISTICS OF EXCEPTIONALITIES	3	College of Education	This course provides an overview of the characteristics of students with varying exceptionalities. Students will be introduced to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families of children with exceptionalities.
SPE 574	CHARACTERISTICS OF INTELLECTUAL DEVELOPMENTAL DISABILITIES	3	College of Education	This course examines issues related to the instruction of students with intellectual and developmental disabilities. Individuals with a traumatic brain injury will be considered among this population. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families of children with intellectual and developmental disabilities.
SPE 575	INCLUSION STRATEGIES OF THE SPECIAL EDUCATOR	3	College of Education	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 576	CHARACTERISTICS OF AUTISM SPECTRUM DISORDERS	3	College of Education	This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with Autism Spectrum Disorders (ASD). This class is designed to familiarize teacher candidates with the complexity of ASD. The course provides theoretical background and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of key issues related to inclusive instructional practices, adjust behavioral challenges, as well as foster communication and social-perceptual thinking skills.

SPE 577	SPECIAL EDUCATION STUDENT TEACHING	3	College of Education	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 performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SPE 578	MODELS, THEORIES AND INSTRUCTIONAL STRATEGIES FOR SPE	3	College 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.
SPE 582	SPECIAL ED ST TEACHING: CROSS CATEGORICAL, SEMINAR II	3	College of Education	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 583	SPECIAL ED ST TEACHING: CROSS CATEGORICAL, SEMINAR III	3	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It 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 584	LEARNING DISABILITIES AND LANGUAGE AND DEVELOPMENT DISORDERS	3	College of Education	This course examines the characteristics of students with learning disabilities and language and development disorders. Emphasis is placed on classroom management, instructional strategies, assessment, and augmentative and alternative technologies. Attention is given to the referral process, and available program or service delivery options.
SPE 588	SPECIAL EDUCATION STUDENT TEACHING, PART A	4	College of Education	This course emphasizes the practical application of special education. 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 589	SPECIAL EDUCATION STUDENT TEACHING: PART B	4	College of Education	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 590	CHARACTERISTICS OF EXCEPTIONALITIES	3	College of Education	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 591	CHARACTERISTICS OF EXCEPTIONALITIES	3	College of Education	This course examines teaching and managing students with mild disabilities. Special emphasis is placed on specific learning disabilities, intellectual and developmental disabilities, and emotional disturbance. 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	SPECIAL EDUCATION STUDENT TEACHING: PART A	4	College of Education	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	SPECIAL EDUCATION STUDENT TEACHING: PART B	4	College of Education	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	SPECIAL EDUCATION STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.

SPED 500	INTRODUCTION TO LEARNERS WITH SPECIAL NEEDS	3	College of Education	This course is designed to provide an overview for working with exceptional learners, ages 3 years to 21 years. Participants explore methods to instruct and assess learners with special needs and create individualized education programs. Historical perspectives, special education law, and current policies and practices are examined.
SPED 501	SPECIAL EDUCATION IN EARLY CHILDHOOD	3	College of Education	This course helps prepare participants to support the development and learning of young and diverse students with special needs. Participants learn the basic foundations and principles of early childhood special education, including diagnosis and monitoring, ethics, and assessment. Best practices for classroom management, behavior modification techniques, and effective ways to communicate with families
SPED 502	MAINSTREAMING AND INCLUSION	3	College of Education	The focus of this course is mainstreaming and inclusion of students with special needs in regular classrooms. Participants explore the history and evolution of special education, including federal legislation and related standards. Identification and referral, lesson planning, modifications and accommodations, communication and collaboration, and assessment are also examined.
SPED 503	SPEECH AND LANGUAGE DISORDERS	3	College of Education	This course provides educators with an overview of speech and language disorders. Participants examine language acquisition and development; speech, articulation, and phonological disorders; voice, swallowing, and fluency disorders; and hearing disorders. Classroom management, instructional strategies, assessment, and augmentative and alternative technologies are also explored.

SPED 504	OVERVIEW OF SEVERE DISABILITIES	3	College of Education	This course provides K-12 educators with an overview of severe disabilities. Participants examine the categories and characteristics of severe disabilities including impairments, injuries, and disorders. Special education laws, teaching strategies, assessment, placement options, augmentative and assistive technology, communication and collaboration among stakeholders, and cultural considerations are also explored.
SPED 505	TEACHING GIFTED AND TALENTED LEARNERS	3	College of Education	In this course, participants explore the characteristics of and methods to identify gifted and talented learners, including underrepresented students. Programs, strategies, and supports for the diverse needs of gifted and talented learners are examined. Participants develop lessons and assessments to accommodate and foster the academic, social, and emotional development of gifted and talented learners.
SPED 506	GUIDANCE AND COUNSELING OF GIFTED AND TALENTED LEARNERS	3	College of Education	This course explores guidance and counseling of gifted and talented learners. Participants examine acceleration and enrichment, support services, academic counseling, career counseling, and social skills development. Underachievement, motivation, and the role of families in the guidance and counseling process are also addressed.
SPED 507	ENHANCING CREATIVITY IN GIFTED AND TALENTED LEARNERS	3	College of Education	This course explores creativity in gifted and talented learners. Participants use the creative process to examine creativity theories, levels of creativity, and ways to foster creativity. Classroom design and instructional strategies for creativity, measuring and assessing creativity, and communication and collaboration with stakeholders and families are also addressed.

SPED 508	CRITICAL THINKING SKILLS FOR GIFTED AND TALENTED LEARNERS	3	College of Education	This course prepares participants to enhance critical thinking skills in gifted and talented learners. Participants explore theories, instructional strategies, technology, and assessment related to critical thinking. Combining critical thinking with creativity, twice exceptional learners, and student engagement is also addressed.
SPED 509	CURRICULUM AND INSTRUCTION FOR GIFTED AND TALENTED LEARNERS	3	College of Education	This course focuses on curriculum and instruction for gifted and talented learners. Instructional strategies, diversity, higher-level thinking skills, technology, and assessment are explored. Participants examine curriculum development and implementation, classroom environment, and instructional materials for gifted and talented learners.
SPED 510	LEARNING STRATEGIES FOR GIFTED AND TALENTED LEARNERS	3	College of Education	This course is designed to explore different types of learning models for gifted and talented learners and to examine the unique needs of gifted and talented learners. Different types of curriculum models are considered. Participants identify ways to help meet gifted and talented learners' needs in the classroom through specific programs, enrichment opportunities, and differentiated instruction.
SPED 511	ASSESSMENT FOR GIFTED AND TALENTED LEARNERS	3	College of Education	This course provides an overview of evaluation methods and assessment of gifted and talented learners. Participants interpret different evaluation and assessment tools, identifying the pros, cons, and limitations of multiple assessments. Participants explore solutions and alternative assessments in the identification of gifted and talented learners. Strategies in the ongoing assessment process of gifted and talented learners are also examined.

SPED 512	SPECIAL POPULATIONS OF GIFTED AND TALENTED LEARNERS	3	College of Education	This course provides an overview of special populations of gifted and talented learners, including historically underrepresented learners from diverse backgrounds. Participants examine learner characteristics, identification, and causes of underachievement. Effective programs, instructional strategies, and parental involvement are also explored.
SPED 520	MATHEMATICS INSTRUCTION FOR SPECIAL EDUCATION	3	College of Education	This course focuses on the vertical alignment of national, state, and local mathematical standards used to deliver content instruction in the area of mathematics to learners with exceptional learning needs. In addition, this course will provide the candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction, and professional practices.
SPED 524	TRANSITION PLANNING FOR ADOLESCENTS WITH DISABILITIES	3	College of Education	This course focuses on the role of the special education teacher in transitioning 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. Participants learn skills and concepts in working with students with special needs, their families, and the community.
SPED 525	SPECIAL EDUCATION TEACHING METHODS	3	College of Education	This course provides an overview of teaching methods used in the K-12 special education classroom, with an emphasis on students with specific learning disabilities, emotional disabilities, and other mild to moderate disabilities. Participants explore the relationship between individual student characteristics and the development of an Individualized Education Program, as well as instructional implications of special education categories, characteristics of various service delivery models, lesson planning, instructional strategies, classroom organization and management, crisis prevention, and transition planning or career counseling. Communication through consultation and collaboration, and professional and ethical practices are also examined.

SPED 526	SPECIAL EDUCATION ASSESSMENT	3	College of Education	This course provides an overview of assessment in the K-12 special education classroom. Participants focus on assessing learners with special needs, with an emphasis on measuring a learner'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. Participants review guidelines and procedures for developing the individualized education program and evaluate the use of progress monitoring assessments to assess student performance. The special education referral process, the use of response to intervention for assessment and remedial purposes, and basic remediation principles and strategies are also discussed.
SPED 560	TEACHING LEARNERS WITH DISABILITIES	1	College of Education	This course is designed for educators to investigate current disabilities and strategies for a variety of different content areas in order to implement best practices. Participants investigate different teaching methods correlating with various disabilities abilities in the PK-12 setting. Participants have the opportunity to specifically gear their learning based on interests, content area, and grade level with specific emphasis on best practices and current trends.
STEAM 501	CURRICULUM AND INSTRUCTION IN STEAM EDUCATION	3	College of Education	This course focuses on researching, analyzing, and applying curricular theory and philosophy of best practices in the 21st century classroom for implementing STEAM education. Special attention is given to STEAM-specific instructional strategies such as project-based assessment, inquiry-based learning, and conceptual change. Participants focus on planning and practical applications, differentiated instruction, collaboration, the use of technology, and inclusion of the arts in the development of effective K-12 learning environments that involve creating solutions to real-world problems.
STEAM 503	ASSESSMENT STRATEGIES FOR STEAM EDUCATION	3	College of Education	This course explores the assessment and evaluation of K-12 student learning outcomes in STEAM. The focus is on using a variety of assessments for evaluating integrated STEAM standards education. Various assessment types are compared for STEAM processes, products, and performances (content). Special consideration is given to both formative and summative assessments. Participants prepare STEAM assessments and tools for processes, products, and performances (content) in current classroom settings.

STEM 500	OVERVIEW OF STEM	3	College of Education	This course presents a very broad overview of Science, Technology, Engineering, and Mathematics (STEM) integration into K-12 instruction. Foundational concepts of national and international influences leading to the creation of STEM are explored. Participants examine integration of Common Core State Standards, Next Generation Science Standards, and applicable technology standards to various content areas.
STEM 501	CURRICULUM AND INSTRUCTION IN STEM EDUCATION	3	College of Education	This course focuses on researching, analyzing, and applying curricular theory and philosophy of best practices in the 21st century classroom for implementing STEM education. Special attention is given to STEM specific instructional strategies such as project based assessment, inquiry based learning, and conceptual change. Participants focus on planning and practical applications, differentiated instruction, collaboration, and the use of technology in the development of effective K-12 learning environments.
STEM 502	CRITICAL THINKING IN STEM	3	College of Education	This course provides participants with the skills to evaluate and use instructional methods, curricular materials, and resources for critical thinking development in STEM. Multiple perspectives of K-12 students as learners of STEM related content areas are explored. Participants identify the needs of students by exploring instructional models to develop skills in selecting and adapting delivery methods for diverse students.
STEM 503	ASSESSMENT STRATEGIES FOR STEM EDUCATION	3	College of Education	This course explores the assessment and evaluation of K-12 student learning outcomes in STEM. The focus is on using multiple assessment tools and the construction of performance and project-based assessments. Participants examine a variety of data to inform instructional practice as well as evaluate the effectiveness of the assessment tools.

STR 581	STRATEGIC PLANNING & IMPLEMENTATION	3	School of Business	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.
STR GM581	INTERNATIONAL STRATEGIC PLANNING & IMPLEMENTATION	3	School of Business	This capstone course integrates international concepts from all prior courses in the program. Students apply the concepts of internationalizing strategic planning and implementation to create sustainable competitive advantage for an organization presented across borders. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, risk management, and direct foreign investment.
STR SB581	IMPLEMENTING BUSINESS STRATEGY	3	School of Business	This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to develop a business plan for a small or start- up business. Other topics include environmental scanning, strategic analysis, social responsibility, implementation, evaluation, and risk management.
STR TM581	STRATEGIC PLANNING & IMPLEMENTATION IN A TECH. ENVIRONMENT	3	School of Business	This content area capstone 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 a technical organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, risk management, portfolio management, and the business case for commercializing technology.

SUS 300	ENVIRONMENTAL SUSTAINABILITY	3	College of Humanities and Sciences	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 sustainable design.
SUS 310	INDUSTRIAL ECOLOGY	3	College of Humanities and Sciences	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 330	INTRODUCTION TO SUSTAINABLE AGRICULTURE	3	College of Humanities and Sciences	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 350	GREEN BUILDING AND URBAN PLANNING	3	College of Humanities and Sciences	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	SUSTAINABLE ECOSYSTEMS	3	College of Humanities and Sciences	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	SUSTAINABLE PLANNING AND LAND USE	3	College of Humanities and Sciences	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	SUSTAINABLE OCEAN USE	3	College of Humanities and Sciences	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.
TECH 503	TECHNOLOGY SURVIVAL FOR EDUCATORS	3	College of Education	This course provides educators with survival strategies when incorporating technology into the P-12 classroom. Managing and integrating portable devices, cloud computing, and web-based applications are introduced. Participants examine basic computer maintenance and troubleshooting, personal and professional productivity, and issues regarding the safe and ethical use of technology.

TECH 504	MULTIMEDIA FOR EDUCATORS	2	College of Education	In this course, participants select, use, and design multimedia resources that enhance teaching and student learning. Multimedia categories such as still images, text, audio, video, and interactive components are explored. Participants also evaluate differentiated instructional delivery methods to promote a student-centered learning environment that meets the needs of a diverse student population. In addition, participants learn strategies for teaching students to create their own presentations. Legal and ethical considerations, such as copyright and fair use, are also addressed in the course.
TECH 505	PRESENTATION TECHNOLOGY FOR EDUCATORS	3	College of Education	In this course, participants explore various presentation tools for creating effective presentations. Participants develop presentations and instructional materials to enhance their students' learning. The course emphasizes the integration of features such as animation, speaker notes, multimedia, charts, Web 2.0 tools, and the Internet. Presentation design and delivery best practices are also covered.
TECH 507	TECHNOLOGY INTEGRATION FOR EDUCATORS	3	College of Education	This course is designed to prepare educators to integrate technology for engaging and effective P-12 student learning across the content areas. Participants incorporate technology-based instructional strategies into student-centered learning, using the National Educational Technology Standards and fair use guidelines. Digital tools and resources, software applications, and assessment are also examined.
TECH 508	USING SOCIAL MEDIA IN THE CLASSROOM	2	College of Education	This course introduces classroom teachers and building administrators to effective and responsible social media implementation in K-12 classrooms. The emergence of social media as a viable tool for learning will be explored, and implementation considerations will be determined. Legal and ethical issues regarding social media use in schools will be examined. Participants will devise a social media application plan for school-wide integration.

TECH 509	USING WEB TOOLS IN THE CLASSROOM	1	College of Education	This course introduces K-12 teachers to a variety of web tools that can be used to enhance instruction. The evolution of the Internet to an interactive tool for collaboration and information sharing is examined. Tools for collaborating and sharing as well as tools that can be used to enhance classroom management are explored. Participants design instructional activities that incorporate a variety of web tools to enhance learning.
TECH 510	USING APPS IN THE CLASSROOM	1	College of Education	This course introduces K-12 teachers to the use of apps in the classroom. A variety of apps to supplement classroom instruction are examined. Tools to support students and teachers in creating original apps are also explored. Participants design an original app to supplement instruction.
TECH 511	USING GOOGLE TOOLS IN THE CLASSROOM	1	College of Education	This course introduces K-12 teachers to the use of Google tools in the classroom. A variety of Google tools to support classroom communication and collaboration are examined. Tools for learning, creating, and solving problems are also explored. Participants create original instructional products and lesson plans using Google tools.
TECH 512	BECOMING A CONNECTED EDUCATOR	3	College of Education	This course provides participants with strategies for using digital tools to make course information readily available and to connect with other educators, parents, and communities. Participants also examine applications of online platforms, such as blogs and social media, for participating in a professional learning network (PLN). Digital citizenship and school branding are also explored in this course.

TESOL 503	FOUNDATIONS OF INSTRUCTION	3	College of Education	This course is designed to introduce historical, legal, and theoretical frameworks of education for English language learners in the United States. Participants identify effective English language learner instructional approaches and strategies with emphasis on content area instruction. Evaluation and assessment strategies for English language learners are also addressed.
TESOL 504	INSTRUCTIONAL TECHNIQUES AND METHODS	3	College of Education	This course provides educators with an overview of techniques and methods that support the instruction of English language learners. Participants examine culturally responsive practices for instruction and assessment. Teaching in the content areas, honoring cultural diversity, and involving parents/guardians and community are also explored.
TESOL 505	ASSESSMENT	3	College of Education	This course provides educators with a foundational understanding of assessment practices for English language learners. Participants examine the relationship between language acquisition and assessment and its affect on teaching and learning. Content area instruction, reading instruction, and writing instruction as they relate to assessment are also explored.
TESOL 508	TEACHING READING AND WRITING	3	College of Education	This course provides educators with a foundational awareness and understanding of best practices for teaching reading and writing to English language learners. Language acquisition and literacy development as it relates to teaching reading and writing is explored. Participants create reading and writing instruction and assessment for integration across the curriculum.

TESOL 509	APPLIED LINGUISTICS	3	College of Education	This course introduces K-12 educators to the nature, structure, and acquisition of language. Participants study the first and second language acquisition process, the cultural implication of language and classroom instruction, and the integration of theory and practices including assessment. Participants apply linguistic theory through instructional methods to support the English language learner.
TESOL 510	CROSS-CULTURAL COMMUNICATION	3	College of Education	This course explores cross-cultural communication and global awareness in multicultural education. Participants learn and apply the principles of culturally responsive teaching and multicultural and global education with particular attention to English language learners.
TMGT 540	MANAGEMENT OF R&D AND INNOVATION PROCESSES	3	School of Business	This course explores the role of Research & 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	TECHNOLOGY TRANSFER IN THE GLOBAL ECONOMY	3	School of Business	This course introduces the student to the concept of multi- national enterprises and the role of technology in the strategic management of these enterprises. This course focuses on opportunities to utilized technology transfer within a global business to meet the goals of the strategic plan.

TMGT 590	APPLICATIONS OF TECHNOLOGY MANAGEMENT	3	School of Business	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.
TPA 001	SUBJECT SPECIFIC PEDAGOGY	1	College of Education	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	DESIGNING INSTRUCTION	1	College of Education	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.
TXTP 1025	TEXES TEST PREPARATION - MATHEMATICS 4-8 EXAM	1	College of Education	This course supports students seeking Texas State Board of Education certification in 4-8 Mathematics. Participants learn test-taking strategies, stress reduction, and information required for the following domains of the TExES Mathematics 4-8 exam: Domain I: Number Concepts Domain II: Patterns and Algebra Domain III: Geometry and Measurement Domain IV: Probability and Statistics Domain V: Mathematical Processes and Perspectives Domain VI: Mathematical Learning, Instruction, and Assessment Participants take practice tests, review test questions, analyze correct and incorrect answers, and create plans to further prepare for the exam.

TXTP 1045	TEXES TEST PREPARATION - SCIENCE 4-8 EXAM	1	College of Education	This course is designed for students seeking teaching certification in the area of 4-8 Science, as required by the Texas State Board of Education. Students will receive information on testing strategies, vocabulary, formulas, and other subject specific information required in: Domain I: Scientific Inquiry and Processes Domain II: Physical Science Domain III: Life Science Domain IV: Earth and Space Science Domain V: Science Learning, Instruction and Assessment Opportunities to take practice tests, to review test questions by analyzing both correct and incorrect answers, and to use the information gathered from analysis and practice assessments help prepare students for the exam.
TXTP 1065	TEXES TEST PREPARATION - SPECIAL EDUCATION EXAM	1	College of Education	This course is designed for students seeking teaching certification in the area of Special Education, as required by the Texas State Board of Education. Students will receive information on testing strategies, vocabulary, formulas, and other subject-specific information required in: Domain I: Understanding Individuals with Disabilities and Evaluating Their Needs Domain II: Promoting Student Learning and Development Domain III: Promoting Student Achievement in English Language Arts and Reading and in Mathematics Domain IV: Foundations and Professional Roles and Responsibilities Opportunities to take practice tests, to review test questions by analyzing both correct and incorrect answers, and to use the information gathered from analysis and practice assessments help prepare students for the exam.
TXTP 1075	TEXES TEST PREPARATION - PRINCIPAL EXAM	1	College of Education	This course is designed for students seeking teaching certification in the area of principal, as required by the Texas State Board of Education. Students will receive information on testing strategies, vocabulary, formulas, and other subject-specific information required in: Domain I: School Community Leadership Domain II: Instructional Leadership Domain III: Administrative Leadership Opportunities to take practice tests, to review test questions by analyzing both correct and incorrect answers, and to use the information gathered from analysis and practice assessments help students prepare for the exam.
TXTP 1085	TEXES TEST PREPARATION - PPR EC-12	1	College of Education	This course is designed for participants seeking teaching certification in the area of Pedagogy and Professional Responsibility, as required by the Texas State Board of Education. Participants receive information on testing strategies, vocabulary, formulas, and other subject- specific information required in the following domains: Domain I: Designing Instruction and Assessment to Promote Student Learning Domain II: Creating a Positive, Productive Classroom Environment Domain III: Implementing Effective, Responsive Instruction and Assessment Domain IV: Fulfilling Professional Roles and Responsibilities Opportunities to take practice tests, to review test questions by analyzing both correct and incorrect answers, and to use the information gathered from analysis and practice assessments help students prepare for the exam.

TXTP 1115	TEXES TEST PREPARATION - CORE SUBJECTS 4-8 EXAM	1	College of Education	This course supports students seeking Texas State Board of Education certification in the area of Core Subjects 4-8. Participants learn test-taking strategies, stress reduction, and information required for the following domains of the TExES Core Subjects 4-8 exam: Subject Test - English Language Arts and Reading (806) Subject Test - Mathematics (807) Subject Test - Social Studies (808) Subject Test - Science (809) Participants take practice tests, review test questions, analyze correct and incorrect answers, and create plans to further prepare for the exam.
TXTP 1135	TEXESTM TEST PREPARATION - MATHEMATICS 7-12 EXAM	1	College of Education	This course supports participants seeking Texas State Board of Education certification in 7-12 Mathematics. Participants learn test-taking strategies, stress reduction, and information required for the following domains of the TExES Mathematics 7-12: Domain I: Number Concepts Domain II: Patterns and Algebra Domain III: Geometry and Measurement Domain IV: Probability and Statistics Domain V: Mathematical Processes and Perspectives Domain VI: Mathematical Learning, Instruction, and Assessment Participants take practice tests, review test questions, analyze correct and incorrect answers, and create plans to further prepare for the exam.
TXTP 1155	TEXESTM TEST PREPARATION - SCIENCE 7-12 EXAM	1	College of Education	This course is designed for participants seeking teaching certification in the area of 7-12 Science, as required by the Texas State Board of Education. Participants receive information on testing strategies, vocabulary, formulas, and other subject-specific information required in the following domains: Domain I: Scientific Inquiry and Processes Domain II: Physics Domain III: Chemistry Domain IV: Cell Structure and Processes Domain V: Heredity and Evolution of Life Domain VI: Diversity of Life Domain VII: Interdependence of Life and Environmental Systems Domain VIII: Earth's History and the Structure and Function of Earth Systems Domain IX: Components and Properties of the Solar System and the Universe Domain X: Science Learning, Instruction, and Assessment Opportunities to take practice tests, to review test questions by analyzing both correct and incorrect answers, and to use the information gathered from analysis and practice assessments help students prepare for the exam.
US 101	INTRODUCTION TO UNIVERSITY STUDIES	3	College of Humanities and Sciences	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.

VCT 231	VIDEO COMMUNICATION FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the tools and techniques used in video post-production. This includes examining post-production workflow, use of graphics and audio to enhance video clips, and preparing video communication content for a professional audience.
VCT 236	INTRODUCTION TO IMAGE EDITING AND FORMATTING	3	College of Information Systems and Technology	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.
VCT 241	ELECTRONIC PUBLISHING FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the role of electronic publishing in the delivery of information to businesses and consumers. Emphasis is placed on the methods and techniques involved in the electronic publishing of professional materials, reports, and digital content.
VCT 251	GRAPHIC DESIGN AND ILLUSTRATION FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the tools and techniques used in graphic design and illustration. This includes utilizing drawing tools, color manipulation, design techniques, and formatting content for a professional audience.

VCT 305	DIGITAL DESIGN	3	College of Information Systems and Technology	This course presents principles of digital design. An overview of digital design is presented that includes designing and developing creative presentations across various Medias including print, video, web, and mobile platforms.
VCT 315	3D DESIGN	3	College of Information Systems and Technology	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, it outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.
VCT 330	IMAGE EDITING WITH PHOTOSHOP®	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Photoshop CS6 certification exam. Topics include: Photoshop fundamentals; using Adobe Bridge; using Camera Raw; editing images; use of selections, layers and adjustments; working with video; and outputting for web, print and mobile.
VCT 335	3D PRINTING	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain hands-on experience with 3D printing. Topics include: 3D modeling and printing fundamentals using Adobe Photoshop, Autodesk 123D and Autodesk Inventor; working with cameras to quickly create 3D images for printing; and 3D printing resources, including service bureaus.

VCT 340	WEB DESIGN WITH DREAMWEAVER	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Dreamweaver CS6 certification exam. Topics include: Dreamweaver fundamentals - navigating the workspace, defining and creating a website; page layout, handling links and formatting text; integrating rich media; using templates and writing HTML and CSS code; and launching to the web and to mobile.
VCT 345	GRAPHIC DESIGN WITH ILLUSTRATOR	3	College of Information Systems and Technology	This course applies advanced graphic design tools and techniques to develop creative visual content in Adobe® Illustrator®. This includes utilizing drawing tools, color manipulation, design techniques, and formatting content for a professional audience.
VCT 350	DESKTOP PUBLISHING WITH ACROBAT PROFESSIONAL®	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Adobe Acrobat XI Pro certification exam. Topics include: viewing, navigating, creating, modifying and enhancing PDF documents; working with actions; reviewing, collaborating and commenting; creating forms and collecting data; managing security; and print production.
VCT 360	ELECTRONIC PUBLISHING WITH INDESIGN®	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: InDesign CS6 certification exam. Topics include: establishing layouts, creating and managing text, working with graphics, working with colors and transparency, and publishing documents.

VCT 380	IMAGE MANAGEMENT WITH LIGHTROOM	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Lightroom 5 certification exam. Topics include: Photoshop Lightroom 5 fundamentals; importing assets; working with the Develop module; exporting media; and outputting for print, slideshows and the web.
VCT 390	VIDEO COMMUNICATIONS WITH PREMIERE PRO	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Premiere Pro CC certification exam. Topics include: planning and designing Premiere Pro projects; video editing and transitions, working with graphics and effects, handling audio, and publishing.
VTC 420	MULTIMEDIA DEVELOPMENT	3	College of Information Systems and Technology	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 240	WEB DESIGN FUNDAMENTALS	3	College of Information Systems and Technology	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 HTML5, CSS, JavaScript®, server hosting, site publication, site maintenance, and search engine optimization.

WEB 401	WEB DEVELOPMENT	3	College of Information Systems and Technology	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	ADVANCED WEB DEVELOPMENT	3	College of Information Systems and Technology	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 436	MOBILE COMMERCE	3	College of Information Systems and Technology	This course explores the concept of mobile commerce from the perspective of an advanced web developer or development manager. Students will focus on E-Commerce principles, M-Commerce websites and apps, security, ethics and emerging technologies.
WEB 437	WEB COMMERCIALIZATION	3	College of Information Systems and Technology	This course builds upon a professional understanding of web design and development, emphasizing the trend towards website commercialization. Topics of this course include strategy and e-commerce planning, online supply chain management, e-commerce tools and techniques, marketing strategies, customer experience and service, and search engine optimization.

WEB 475	WEB AND DESIGN INTERNSHIP	3	College of Information Systems and Technology	This is the capstone course for web design. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner within an internship or job placement site. Students will demonstrate competency and skills in web and mobile development, internet systems architecture, and apply best practices in IT design in an internship or job placement site.
WEB 480	WEB AND DESIGN CAPSTONE	3	College of Information Systems and Technology	This is the capstone course for web design. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner. Students will demonstrate competency and skills in web and mobile development, internet systems architecture, and apply best practices in IT design.
WRIT 310	CREATIVE WRITING: PERSONAL ESSAYS AND CREATIVE NON-FICTION	3	College of Humanities and Sciences	This course in creative writing offers practice and criticism in the reading, analysis, and composition of personal essays and nonfiction.
WRIT 320	ADVANCED COMPOSITION FOR THE ENGLISH MAJOR	3	College of Humanities and Sciences	This course in advanced composition is for students who want to develop advanced writing skills. While focus and subject matter may vary, a rhetorical emphasis will guide the writing tasks.

WRIT 350	WRITING FOR SOCIAL MEDIA	3	College of Humanities and Sciences	This course explores the varied styles of writing for social media. Students will analyze multiple examples of social media and practice writing for these media.
WRIT 410	CREATIVE WRITING: POETRY	3	College of Humanities and Sciences	This course in poetry writing offers practice and criticism in the reading, analysis, and composition of poetry.
WRIT 415	CREATIVE WRITING: SHORT STORY	3	College of Humanities and Sciences	This course in writing short story offers practice and criticism in the reading, analysis, and composition of the short story.
WRIT 420	CREATIVE WRITING: ONE ACT PLAY	3	College of Humanities and Sciences	This course in writing one act plays offers practice and criticism in the reading, analysis, and composition of the one act play.

XACC 210	ACCOUNTING INFORMATION SYSTEMS	3	School 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 280	FINANCIAL ACCOUNTING CONCEPTS AND PRINCIPLES	3	School of Business	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.
XACC 290	PRINCIPLES OF ACCOUNTING I	3	School of Business	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	PRINCIPLES OF ACCOUNTING II	3	School of Business	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.

XBCOM 230	BUSINESS COMMUNICATION FOR ACCOUNTANTS	3	School of Business	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.
XBCOM 275	BUSINESS COMMUNICATIONS AND CRITICAL THINKING	3	School of Business	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.
XBIS 219	BUSINESS INFORMATION SYSTEMS	3	School of Business	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.
XBIS 220	INTRODUCTION TO COMPUTER APPLICATIONS AND SYSTEMS	3	School of Business	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.

XCOM 100	INTRODUCTION TO COMMUNICATION	3	College of Humanities and Sciences	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.
XCOM 200	FOUNDATIONS OF INTERPERSONAL COMMUNICATION	3	College of Humanities and Sciences	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	FOUNDATIONS OF MASS COMMUNICATIONS	3	College of Humanities and Sciences	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.
XCOM 285	ESSENTIALS OF MANAGERIAL COMMUNICATION	3	College of Humanities and Sciences	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.

XECO 212	PRINCIPLES OF ECONOMICS	3	School of Business	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.
XMGT 216	ORGANIZATIONAL ETHICS AND SOCIAL RESPONSIBILITY	3	School of Business	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.
XMGT 230	MANAGEMENT THEORY AND PRACTICE	3	School of Business	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.