TABLE OF CONTENTS

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

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

Sperling's research convinced him not only that adult learners were interested in furthering their educational goals, but also that this group differed from their younger 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 the adult learner population. He suggested how these institutions would 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 adult learners. 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 adult learners.

Over the last quarter-century, University of Phoenix has come to be regarded by many as a leader and change agent in higher education. Outside observers often attribute this to the University's dedication to creating applied professional education for adult learners, an academic model designed specifically to facilitate adult learning, and an organizational culture that prizes innovation. The University has continued to evolve and endeavors to improve continuously.

Now, almost thirty years later, current research has identified a growing segment of traditional-aged students whose members are more like the older student population the University currently serves. Larger numbers of young people entering colleges today, work at least part time, if not full time, while attending school. For these "non-traditional" traditional-age students, the educational tenets developed by John Sperling in the late 1970s readily apply the ways they learn best.

Ownership Information

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

Mission

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

Purposes

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

2. To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students' opportunities for career success.

3. To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classroom not only advanced academic preparation, but also the skills that come from the current practice of their professions.

4. To provide General Education and foundational instruction and services that prepare students to engage in a variety of university curricula.

5. To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.

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

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

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

Accreditation and Affiliations

University of Phoenix is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (30 N. LaSalle St., Ste. 2400, Chicago IL 60602-2504; (312) 263-0456, (800) 621-7440). Axia College is a college of University of Phoenix. The Bachelor of Science in Nursing and Master of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education (One Dupont Circle, NW, Washington, DC 20036-1120; (202) 887-6791).The Master of Science in Counseling program in Community Counseling (Phoenix and Southern Arizona Campuses) and the Master of Science in Counseling program in Mental Health Counseling (Utah Campus) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (5999 Stevenson Avenue, Alexandria, VA 22304 (703-823-9800). 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, the American Assembly of Collegiate Schools of Business, the Council for Adult and Experiential Learning, the College and University Personnel Association, the Arizona Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, the Independent Colleges and Universities of Arizona, the American Association of Colleges of Nursing, the Western Institute of 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, counseling and human services, education, and information technology. Axia College of University of Phoenix offers associate level degree programs in business, accounting, criminal justice, health administration, information technology, and general studies. 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 at each campus are listed later in this catalog.

Enrollment and Student Profile

As of the fiscal year ending August 31, 2006, University of Phoenix had an enrollment of over 260,000 students and had expanded to include 211 campuses and learning centers in 39 U.S. States as well as locations in Puerto Rico, British Columbia, and the Netherlands. Additionally, University of Phoenix offers degree programs globally through its online delivery system.

According to students responding to a registration survey, the average student is in his or her mid-thirties (33 for undergraduates and 36 for graduates) and has been employed full-time for about 13 years. Gender of entering students is approximately 63 percent female and 37 percent male. Approximately 44 percent of entering students reported belonging to an ethnic minority.

Currently, across University of Phoenix, approximately 43 percent of the students are seeking undergraduate business or management degrees and 20 percent are seeking graduate business or management degrees. Enrollments in other University of Phoenix degree programs include: 11 percent in health sciences and nursing, 9 percent in technology, 7 percent in education, 7 percent in social and behavioral sciences, and 3 percent in general studies.

Financial Aid

The University of Phoenix participates in Federal Student Aid Programs, to include Federal Stafford Loans, Federal Perkins Loans, Federal Pell and SEOG Grants and the Federal PLUS Loan program. Students may also be eligible to receive funding through State Grant Programs and Scholarships. Depending on the program, student eligibility may be need based, non-need based, or credit based. The University currently participates in State Grant programs in California, Nevada, Arizona, Florida, Rhode Island, Vermont and Pennsylvania. Additional information on State Grants may be received from your Campus Financial Aid Office. Further information in reference to the student financial aid programs and process is available throughout this Catalog and in the University's Consumer Information site at http://www.phoenix.edu/consumerinfo.

University Library

The University of Phoenix Approach to Library Services

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

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

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

What is in the University Library?

Thousands of scholarly journals and periodicals holding millions of full-text articles relevant to each University of Phoenix degree program are contained in the databases. In addition, financial reports on over 10,000 public companies and a variety of directories and other reference publications are available. The databases included in the University Library are commercial products held by the University under a license agreements with content providers and will not be found through databases freely available to the general public like Web pages found through an Internet search engine.

Current Database Components of the University Library

Article Databases - Major
These databases are appropriate for all subjects and are configured to provide full-text articles.

EBSCOhost
EBSCOhost includes the full text of nearly 8,000 periodicals, including over 4,000 scholarly journals. This resource is appropriate for courses in all subjects.

InfoTrac
InfoTrac OneFile® includes the full text of over 6,000 periodicals and more than 3,000 peer-reviewed journals. This resource is appropriate for courses in all subjects.

ProQuest
ProQuest® includes full text coverage of over 9,000 periodicals and over 4,000 peer-reviewed journals, including the Wall Street Journal and New York Times. Searches in ProQuest® can be limited to a particular publication type (newspapers or periodicals) depending on specific research needs. This resource is appropriate for courses in all subjects.

Article Databases - Specialized

These databases provide overviews and articles on computer science, political and social interests, world business and current affairs, distance learning, history, health and wellness, and various specialized topics.

ACM Digital Library

The ACM (Association for Computing Machinery) Digital Library contains over 69,000 full-text and conference proceedings related to all aspects of computer science. This resource is recommended for courses in information systems and technology.

Business & Company Resource Center

Business & Company Resource Center is a comprehensive business database with content from periodicals, newsletters, directories, financial reports, and other authoritative sources. This database allows searching by company name, keywords, and other criteria. Tabbed results pages show different sources of information available for each company or subject covered in the database.

Business Insights

Business Insights, formerly known as Reuters Business Insight offers in-depth research reports regarding industries, marketing, and technologies. This database is recommended for courses in business and technology management.

Business Source Complete

Business Source Complete contains full text journals in all disciplines of business, including marketing, management, accounting, finance, and economics. Additional content includes SWOT analyses, case studies, financial data, conference proceedings, investment research reports, industry reports, market research reports, and more. Search criteria include keywords, company names, industries, and markets.

CQ Electronic Library

CQ Electronic Library is a suite of reference products from Congressional Quarterly®. Contents include CQ Researcher, CQ Weekly, the Electronic Encyclopedia of American Government, the electronic version of the Washington Information Directory (eWID), the CQ Public Affairs Collection, CQ Insider, and the CQ Supreme Court Collection. This resource is recommended for courses in critical thinking, government, law, political science, and public affairs.

Economist.com

Economist.com is the premier online source for the analysis of world business and current affairs, providing authoritative insight and opinion on international news, world politics, business, finance, science, and technology, as well as overviews of cultural trends and industry, business and, country surveys. Economist.com publishes all articles from The Economist print edition (including those printed only in British copies) plus a searchable archive of all the Economist's articles back to January 2000. Links to other articles and to relevant sources on the web are included with many of the stories.

Educational Pathways

Educational Pathways (EdPath) is a newsletter that covers distance learning initiatives, programs, and practices. Articles are composed through in-depth interviews with educators working in the field and reflect some of the latest advances and practices in higher education.

Emerald

Emerald is a collection of scholarly journals in the field of management and business, with additional coverage in the areas of library science, information science, and criminal justice. All journals in Emerald are considered peer-reviewed.

Factiva

Factiva, a joint venture of Dow Jones and Reuters, provides news focused on business, companies, products, markets, and current events from more than 9,000 authoritative sources including The Wall Street Journal, the Financial Times, Dow Jones and Reuters newswires, the Associated Press, Reuters Fundamentals, Dun & Bradstreet, and Bureau van Dijk company profiles.

Facts.com

Facts.com includes the Facts On File World News Digest, Editorials on File, Issues and Controversies on File, Reuters New Service, Today's Science of File, and the World Almanac and Book of Facts. This resource is useful for research about news events of the past 60 years and is especially recommended for courses in critical thinking and 20th century history.

Faulkner's Advisory on Computers and Communications Technologies

Faulkner's Advisory on Computers and Communications Technologies (FACCTS) provides in-depth coverage of information technology and telecommunications. This database contains reports, diagrams, charts, tables, and illustrations on all aspects of computer technology and telephony. This resource is recommended for courses in information systems and technology, as well as technology management.

Health and Wellness Resource Center

The Health and Wellness Resource Center includes approximately 300 pamphlets, links to journal articles from InfoTrac OneFile, and many encyclopedias, including the following titles: Clinical Reference Systems, The Gale Encyclopedia of Childhood & Adolescence, The Gale Encyclopedia of Medicine, Medical and Health Information Directory, PDR Family Guide to Nutrition and Health, and the Gale Encyclopedia of Alternative Medicine. This resource is recommended for courses in nursing, health care, and nutrition.

International Security and Counter Terrorism Reference Center

International Security and Counter Terrorism Reference Center offers information on many dimensions of security terrorism. Content includes hundreds of full text journals and periodicals, hundreds of thousands of selected articles, news feeds, reports, summaries, FAQs, and proprietary Background Information Summaries that pertain to terrorism and security. ISCTRC also combines deep background from scholarly writings with expert commentary from a variety of organizations, agencies, and publishers, as well as timely reviews of recent developments across the international political, military, economic, social, and technical spectrum.

Journals@Ovid

Journals@Ovid provides full-text access to leading journals of nursing and medicine from Lippincott, Williams, & Wilkins. This resource is recommended for courses in nursing and health care.

NBER Working Papers

The National Bureau of Economic Research (NBER) Working Papers database contains original research from 1994 to the present on a variety of topics in all aspects of economics. This resource is recommended for advanced courses in business and economics.

Opposing Viewpoints Resource Center

Opposing Viewpoints Resource Center includes the Greenhaven Press Opposing Viewpoints reference books as well as relevant magazine articles and other appropriate information sources. This resource is useful for research about controversial social issues and is especially recommended for introductory courses.

Policy Central

Policy Central is a comprehensive database of United States politics, government, and public affairs. Publications within the database include the Almanac of American Politics®, American Health Line™, National Journal®, Technology Daily, and many other valuable sources. This resource is recommended for courses in political science, health care administration, technology management, and all other subjects related to public policy.

ProQuest Historic Newspapers

ProQuest Historic Newspapers contains the full-text of five leading newspapers: the Christian Science Monitor, the Los Angeles Times, the New York Times, the Wall Street Journal, and the Washington Post. Coverage extends back to the first date of publication for all papers. For the most current issues of these papers, please use the main ProQuest link located under the heading "Article Databases -- Major."

PsycARTICLES

PsycARTICLES is a database of full-text articles from 53 journals published by the American Psychological Association (APA), the APA Educational Publishing Foundation, the Canadian Psychological Association, and Hogrefe & Huber. Coverage extends from 1985 to the present.

RDS Business Reference Suite

The RDS Business Reference Suite incorporates three separate components: TableBase, a database of statistical tables drawn from a variety of sources; Business and Management Practices, an index of solutions to common workplace issues; and Business and Industry, a database of articles from trade journal and industry newsletters. All three are available through a unique interface that allows highly advanced searching. Please note that RDS Business Reference Suite is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy. This resource is recommended for intermediate and advanced courses in business.

Roll Call

Roll Call is a leading publication covering Congressional news and information. Roll Call provides up-to-the-minute news of the legislative and political events on Capitol Hill. The online version provides not only the full content of the print edition but also breaking news stories.

Sage Full Text Collections

Sage Full-Text Collections is a suite of over 200 journals from Sage Publications in the disciplines of Communication Studies, Criminology, Education, Management and Organization Studies, Nursing and Health Sciences, Political Science, Psychology, Sociology, and Urban Studies and Planning. All journals in Sage Full-Text Collections are considered peer-reviewed.

Security Management Practices

Security Management Practices, produced by Faulkner Information Services, provides full-text reports on topics as protecting organizational assets, implementing security measures, developing security strategy, enforcing security standards, maintaining relationships with law enforcement and other security-related agencies, conducting security audits, and other matters related to security for businesses and organizations. This resource is recommended for courses in criminal justice, information technology, security management, and technology management.

Bases de Datos en Español

Consulta

Ocenet Consulta es una base de datos que contiene más de 200,000 artículos en lengua española, con contenidos específicos de todos los países hispanoparlantes. Provee información de referencia que procede fundamentalmente del fondo editorial Océano. Incluye además artículos de revistas y publicaciones especializadas, revisados e indexados diariamente por editores profesionales. Tiene una sección especial de fuentes primarias en la cual se incluyen documentos históricos originales y obras claves de la literatura universal.

Ocenet Consulta is a database containing more than 200,000 articles in Spanish with contents from all Spanish speaking countries. Its reference information is based fundamentally in the editorial resources of Oceano, also including magazine articles and specialized publications revised and indexed daily by professional editors. It has a special section of basic resources including original historical documents and key works in universal literature.

Enciclopedia Universal en Español

La más completa enciclopedia en el idioma español, la Enciclopedia Universal en Español contiene sobre 47,000 artículos, además de 8,300 fotos e imágenes. También provee un diccionario de 65,000 vocablos, un atlas mundial y cronologías históricas. Es un recurso excelente para personas de habla hispana, estudiantes bilingües y estudiantes aprendiendo español.

The most complete encyclopedia in Spanish, the Enciclopedia Universal en Español contains more than 47,000 articles in addition to 8,300 photos and images. It also provides a 65,000-entry dictionary, a world atlas, and historical chronologies. It is an excellent resource for Spanish-speakers, bilingual students, and students learning Spanish.

Factiva en Español

Factiva, un producto conjunto de Dow Jones y Reuters, provee noticias enfocadas a los negocios, compañías, productos, mercados y eventos del momento. La información proviene de sobre 9000 fuentes de autoridad que incluyen el *El Financiero*, *El Mundo*, *Dow Jones en Español*, *Reuters - Noticias en Español*, *El Universal* y *el Servicio Universal de Noticias*. Este enlace provee acceso al contenido en español solamente. Para acceder el contenido adicional en inglés y otros idiomas, por favor utilice el enlace de Factiva bajo el encabezamiento "Article Databases -- Specialized."

Factiva en Español, a joint venture of Dow Jones and Reuters, provides news focused on business, companies, products, markets, and current events from more than 9,000 authoritative sources including *El Financiero*, *El Mundo*, *Dow Jones en Español*, *Reuters - Noticias en Español*, *El Universal* and *Servicio Universal de Noticias*. **Factiva en Español** provides a unique interface which identifies and adjusts to the end user's default browser language setting. Therefore users with a Spanish default will use a Spanish language search interface and those using English will use an English search interface. Regardless of the language of the search interface, the content results will always be in Spanish.

Fuente Académica

Fuente Académica contiene sobre 200 revistas académicas en idioma español de Latinoamérica y Suramérica. Esta base de datos ofrece contenido en texto completo en las áreas de negocios y economía, ciencias médicas, política, leyes, ciencias de computadoras, bibliotecología y ciencias de la información, literatura, lingüística, historia, filosofía y teología. Fuente Académica provee contenido de casas editoras reconocidas en todo el mundo e incluye prestigiosas revistas académicas como Revista de Arquitectura, Estudios Sobre Educación, Revista de Estudios Hispánicos, Comunicación y Sociedad, Revista de Ciencias Políticas, y Revista Historia.

Fuente Academia contains over 200 Spanish language, scholarly academic journals from Latin and South America. This database offers full text content in academic areas including business and economics, medical sciences, political science, law, computer science, library and information sciences, literature, linguistics, history, philosophy, and theology. Fuente Academica provides content from respected publishers worldwide and includes prestigious journals such as *Revista de Arquitectura*, *Estudios Sobre Educacion*, *Revista de Estudios Hispanicos*, *Comunicacion y Sociedad*, *Revista de Ciencia Politica*, and *Revista Historia*.

Latin American Newsstand

Latin American Newsstand provee el texto completo de sobre 35 periódicos tanto en español como en portugués de América Latina. Cubre las áreas de artes, deportes, asuntos políticos y negocios de toda Latinoamérica. Incluye ocho periódicos de Brasil, siete periódicos de México y otras publicaciones de Argentina, Chile, Colombia, Perú, Puerto Rico y Venezuela. Latin American Newsstand provee acceso al periódico *El Nuevo Día* de Puerto Rico, al periódico *El Universal* de México, *O Globo* de Brazil y *La Nación* de Argentina, en otros. Además incluye revistas regionales y servicios cablegráficos-incluyendo el servicio de finanzas *Noticias Financieras*-el cual se centra en análisis financieros, tecnológicos, de mercado y tendencias económicas regionales.

Latin American Newsstand includes the full text of over 35 leading newspapers from numerous locations, including Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Mexico, Peru, Puerto Rico, Uruguay, and Venezuela. The interface is in Spanish; database content is predominantly Spanish with some additional content in Portuguese and English.

Ocenet Administración de Empresas

Ocenet Administración de Empresas es una base de datos de recursos especializados en economía y administración de empresas. Esta dirigida especialmente a estudiantes de economía y escuelas de negocios, así como para profesionales del ámbito empresarial. Es una herramienta de apoyo al aprendizaje que además incorpora información útil para la práctica profesional como datos macro y micro económicos de diversos países, con énfasis en los de habla hispana. Esta base de datos concentra información de variada procedencia, ofreciendo una vision completa, desde el punto de vista teórico y práctico, de los temas relacionados con la administración de empresas y la economía. Incluye información de referencia, libros especializados, obras didácticas, publicaciones seriadas especializadas, indicadores económicos y diccionarios.

Ocenet Administración de Empresas is a database of specialized resources in economy and business administration. It is directed especially at economics students and business schools as well as at business professionals. It is a learning-support tool that also incorporates useful information for professional practice like the macro figures and micro economics of various countries-with emphasis on Spanish-speaking countries. This database concentrates information from various sources, offering a complete vision, both theoretical and practical, of the subject as it relates to business administration and economics. It includes reference information, specialized books, teaching works, specialized serial publications, economic indicators, and dictionaries.

Ocenet Medicina y Salud

Ocenet Medicina y Salud es un centro de recursos que contiene información especializada en medicina, enfermería y salud. Esta dirigido a estudiantes de medicina, enfermería y carreras afines a la salud. Combina diversos recursos de información para ofrecer una visión completa de todos los temas de interés para profesionales de la salud, tanto desde el punto de vista teórico como práctico. Incluye obras para profesionales médicos, obras formativas, publicaciones seriadas especializadas, protocolos de enfermería, atlas de anatomía y diccionarios médicos.

Ocenet Medicina y Salud is a resource center containing specialized information on medicine, healthcare facilities, and health. It is directed at medical students, healthcare facilities, and careers related to healthcare. It combines various sources of information to offer a compete vision of all subjects of interest to healthcare professionals, in both theoretical and practical points of view. It includes materials for physicians, teaching materials, specialized serial publications, healthcare facility protocols, an anatomical atlas, and medical dictionaries.

Books, Dissertations, and Theses

Books @Ovid

Books @Ovid is a searchable collection of clinical texts in nursing and health sciences from Lippincott Williams & Wilkinson. Specific titles cover topics in critical care, pediatric nursing, emergency medicine, pharmaceutical drug references, nursing research, and theory. The complete text of each book is viewed in an interlinked interface, giving quick access to research and reference information. While Books @Ovid is a searchable database of book content for in-depth research, the contents are not downloadable electronic books.

Current Research @ University of Phoenix

Current Research @ University of Phoenix provides access to doctoral dissertations completed by learners at the University's School of Advanced Studies. For access to dissertations from a wide variety of institutions, use the ProQuest Dissertations and Theses - Full Text Link.

Oxford Scholarship Online

Oxford Scholarship Online is a database containing the full text of over 1000 scholarly books from Oxford University Press in the areas of economics and finance, philosophy, political science, and religion. Specially-commissioned abstracts and keywords are available at both the book and chapter level. This resource is recommended for advanced courses in economics and finance as well as electives in philosophy, political science, and religion.

7

ProQuest Dissertations and Theses - Full Text

ProQuest Dissertations and Theses -- Full Text contains the full text of over 600,000 dissertations and theses from universities throughout the United States and Canada. Almost all dissertations published since 1997 are available online with numerous older dissertations added continuously.

PsycBooks

PsycBOOKS, a resource from the American Psychological Association (APA), is a database of more than 13,000 chapters from over 700 books published by the APA and other distinguished publishers. The database includes scholarly titles published by the APA from copyright years 1953 - 2004. New book chapters are added continuously 18 months after initial publication. Database content includes 100 out-of-print books, classic books of landmark historical impact in psychology, and more than 1,500 authored entries from the APA/Oxford University Press Encyclopedia of Psychology.

Canadian Content

Canada Info Desk

Canada Info Desk is a comprehensive directory of businesses and organizations throughout Canada. The directory includes over 100,000 entries and provides both basic and advanced search capabilities.

Canadian Newsstand / CBCA Complete

Canadian Newsstand and Canadian Business and Current Affairs (CBCA) Complete are two databases with a Canadian emphasis hosted on the ProQuest platform. Canadian Newsstand includes daily newspapers from throughout Canada. CBCA Complete includes trade publications and academic journals with particular emphasis in business, current events, and education.

CPI.Q

CPI.Q, the online version of the Canadian Periodicals Index provides indexing and full-text coverage of selected Canadian and international periodicals from 1980 to the present. CPI.Q is the Library's exclusive online source for the Globe and Mail.

Company Directories and Financials

Datamonitor Business Information Center

Datamonitor Business Information Center provides detailed coverage of companies, industries, and countries. Included are over 10,000 country profiles, over 2000 industry profiles, and over 50 country profiles. Most profiles are updated on a quarterly basis and average 100 pages in length. A "News and Comment" section also provides commentary on events affecting businesses throughout the world.

Dun & Bradstreet Key Business Ratios

Dun & Bradstreet Key Business Ratios provide industry averages for popular ratios that measure solvency, efficiency, and profitability. This resource is recommended for courses in finance.

InvestText Plus

InvestText Plus provides complete images in PDF format of analysts' reports on a variety of industries and publicly traded companies. The reports found in InvestText Plus can be used for access to detailed information about earnings, growth, market share, and other aspects of company and industry performance. This resource is recommended for courses in finance, marketing, and management.

Leadership Library on the Internet

The Leadership Library on the Internet, which is updated daily, is a unique personnel contact database that integrates the print 14 Yellow Book directories. The Leadership Library enables users to find contact information for 400,000 individuals at 40,000 leading U.S. government, business, professional, and nonprofit organizations. Please note that the University Library's academic subscription does not include list downloading capabilities.

Mergent BondViewer

Mergent's BondViewer provides access to a wide range of bond data including issuer, bond level terms, and condition data for U.S. taxable bonds, municipal bonds, and retail notes. Details include company description, offer amount, industry code, CUSIP and historical pricing, corporate actions related to significant events, and current and historical ratings. Coupon details include payment schedule, amount outstanding, interest frequency, and bond type.

Mergent Online

Mergent Online contains detailed financial reports concerning public companies throughout the world. This resource is recommended for courses in finance.

Plunkett Research Online

Plunkett Research Online provides industry-specific research portals for important business sectors. For each industry covered, available components include market research and trends, company profiles, statistics, associations/organizations, and a glossary.

Reference USA

Reference USA provides a comprehensive directory of businesses in the United States and Canada. Searches can combine multiple criteria, allowing for generation of customized lists of businesses. This resource is recommended for courses in business.

Country Profiles and Economic Data

Countrywatch

Countrywatch combines information from a variety of sources into one easy-to-use format. Statistics, breaking news, and overviews are available for virtually all of the world's nations. This resource is recommended for courses in geography and international business.

Culturegrams™

Culturegrams™ provides concise, reliable cultural information for more than 175 countries of the world. Each entry includes detailed information about history, customs, lifestyle, and government. This resource is recommended for courses in geography, history, international business, and bilingual education.

EIU Country Intelligence

EIU Country Intelligence provides in-depth coverage of countries throughout the world. Specific components of EIU Country Intelligence include Country Commerce, Country Finance,Country Profiles, and Country Reports. This resource is recommended for courses in international business.

EIU Data Services

EIU Data Services features three components: EIU Country Data, a comprehensive database of economic indicators and forecasts, covering 278 series for 117 countries, as well as 40 regional aggregates, running from 1980 and forecasting out five years; EIU Market Indicators & Forecasts, a powerful database of economic, demographic, consumption and industry data on 60 major countries, stretching back to 1990 and forward five years; and EIU City Data, a global database of product prices and business costs providing over 330 prices levels on more than 160 products and services in 123 cities worldwide from 1990 to the present.

EIU® Viewswire®

EIU® Viewswire® provides current coverage of political and economic trends in 195 countries. Risk analysis and economic forecasts are provided for virtually all nations. This resource is recommended for courses in economics and international business.

Euromonitor Global Market Information Database

The Euromonitor Global Market Information Database (GMID) is an integrated online information system providing key business intelligence on countries, companies, markets, and consumers. Components include country statistics, market data, lifestyle indicators, country profiles, and company overviews.

Europa World Plus

Europa World Plus is a comprehensive review of cultural, economic, and political circumstances in nations and regions throughout the World. This database contains in depth country profiles, as well as profiles of major international organizations.

National Trade DataBank

National Trade DataBank, an important resource from the United States Department of Commerce, is particularly valuable for information about exporting and international markets. This resource is recommended for courses in international business.

Political Risk Yearbook

The Political Risk Yearbook documents political trends in 106 countries with particular emphasis on risks that could affect business conditions and investments. This resource is recommended for courses in international business.

State of the Nation

State of the Nation provides various financial and economic data from throughout the federal government and other related entities. This resource is recommended for courses in economics and finance.

Encyclopedias and Dictionaries

American National Biography

American National Biography contains over 18,000 detailed portraits of people from all eras who have influenced and shaped American history and culture. All of the content of the 24-volume printed edition is included in the online version. This resource is recommended for courses in history.

Britannica Online

Britannica Online contains the complete text of the prestigious and authoritative Encyclopaedia Britannica, as well as additional content from the Britannica Student Encyclopedia, the Britannica Elementary Encyclopedia, the Britannica Concise Encyclopedia, the Britannica Internet Guide, Merriam-Webster's Collegiate Dictionary, and Merriam-Webster's Thesaurus. Britannica Online allows keyword searching as well as browsing by article titles. This resource provides background information suitable for virtually all academic subjects.

Grolier Online

Grolier Online includes both the encyclopedia Americana and the Grolier Multimedia Encyclopedia. This resource is recommended for beginning courses in all subjects.

Grove Art

Grove Art, the online equivalent of the 34-volume printed set, provides over 45,000 articles and over 22,000 image links related to all genres, schools, and media in the visual arts. This resource is recommended for courses in the humanities and art education.

Grove Music

Grove Music, the online equivalent of the 29-volume New Grove Dictionary of Music and Musicians, second edition and The New Grove Dictionary of Opera, provides access to over 29,000 articles covering all aspects of music throughout the ages. This resource is recommended for courses in the humanities and art education.

Oxford Dictionary of National Biography

The Oxford Dictionary of National Biography contains over 50,000 detailed portraits of people from all eras who have influenced and shaped the history and culture of the United Kingdom and the British Isles. All of the content of the 60-volume printed edition is included in the online version. Please note that the Dictionary of National Biography includes only deceased individuals. This resource is recommended for courses in history.

Oxford English Dictionary

The Oxford English Dictionary is a prestigious resource containing not only definitions and pronunciations, but also extensive information about the usage of words over time. Over 500,000 words are included and their history is documented by over 2.5 million quotations from a wide range of classic and contemporary sources. The online version contains all of the content of the 20-volume printed set and is updated with over 1,000 new entries each quarter. The Oxford English Dictionary reflects British English, with spellings and usages common in other countries noted when appropriate.

Oxford Reference Online

Oxford Reference Online contains the full text of over 100 specialized dictionaries and encyclopedias in virtually all disciplines. This resource is appropriate for quick reference in all subjects.

Routledge Encyclopedia of Philosophy

The Routledge Encyclopedia of Philosophy features over 2000 original articles from over 1300 leading international experts across the discipline of philosophy. The articles cover topics such as ethics, moral development, and the world's religions. There is a summary at the beginning of each in-depth article, enabling the encyclopedia to meet the needs of users at a variety of levels. This resource is recommended for courses in humanities, ethics, religion, and critical thinking.

Routledge Reference Resources

Routledge Reference Resources provides cross-searchable access to online reference books from Taylor and Francis. Current subjects covered include religion, philosophy, and politics.

Webster's Third New International Dictionary, Unabridged

Webster's Third New International Dictionary, Unabridged is the largest and most comprehensive dictionary produced in North America. This dictionary lists over 470,000 words and contains advanced searching capabilities. Webster's Third New International Dictionary, Unabridged reflects American English, with spellings and usages common in other countries noted when appropriate.

Xreferplus

Xreferplus contains the full text of over 100 specialized dictionaries and encyclopedias in virtually all disciplines. This resource is appropriate for quick reference in all subjects.

Journal Indexes and Abstracts

CINAHL

CINAHL(Cumulative Index to Nursing and Allied Health Literature) is a comprehensive index of published literature in the nursing field. Please note that CINAHL is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy. This resource is recommended for advanced courses in nursing.

Cochrane Collection

The Cochrane Collection contains three components devoted to evidence-based medicine: Cochrane Controlled Trials Register, Cochrane Database of Systematic Reviews, and the Database of Abstracts of Reviews of Effectiveness. Please note that the Cochrane Collection is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy. This resource is recommended for advanced courses in nursing and health care.

Criminal Justice Abstracts

Criminal Justice Abstracts, a database produced by Sage Publications, identifies and summarizes literature covering all aspects of criminal justice. Please note that Criminal Justice Abstracts is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy.

ERIC

ERIC is a comprehensive index of journal articles, dissertations, conference proceedings, and other research in all aspects of education. Please note that ERIC is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy. This resource is recommended for intermediate and advanced courses in education.

Library, Information Science, & Technology Abstracts (LISTA)

LISTA provides an index of more than 600 periodicals, books, research reports, and proceedings. Subject coverage includes librarianship, classification, cataloging, bibliometrics, online information retrieval, information management, and more. Coverage in the database extends back to the mid-1960s. Please note that LISTA is not a completely full-text database. Some document listings will link to full-text; other documents listed may have to be obtained from other databases or in hard copy.

MEDLINE

MEDLINE is a comprehensive source for authoritative information on medicine, nursing, dentistry, the health care system, pre-clinical sciences, and much more. Created by the National Library of Medicine, MEDLINE uses MeSH (Medical Subject headings) indexing to search citations from over 4,800 current biomedical journals. Please note that MEDLINE is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy.

National Criminal Justice Reference Service Abstracts

National Criminal Justice Reference Service Abstracts, a database produced by the United States Department of Justice, identifies and summarizes literature related to all aspects of criminal justice. Please note that National Criminal Justice Reference Service Abstracts is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy.

PsycEXTRA

PsycEXTRA, produced by the American Psychological Association (APA), is a companion to the scholarly PsycINFO database. The document types included in PsycEXTRA consist of technical, annual, and government reports; conference papers; newsletters; magazines; newspapers; consumer brochures; and more. This database includes extensive coverage of gray literature relating to psychology and the behavioral sciences. Please note that PsycEXTRA is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy.

PsycINFO

PsycINFO is a comprehensive index of published literature in psychology and mental health. Please note that PsycINFO is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy. This resource is recommended for advanced courses in counseling and human services.

SocINDEX

SocINDEX provides comprehensive coverage of sociology, encompassing all sub-disciplines and closely related areas of study. These include abortion, criminal justice, ethnic and racial studies, gender studies, marriage and family, political sociology, religion, rural and urban sociology, social development, social psychology, social structure, social work, sociological research and theory, substance abuse, violence, and many others. Please note that SocINDEX is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy.

Test Guides and Preparations

Mental Measurements Yearbook

The Mental Measurements Yearbook, produced by the Buros Institute, contains listings and reviews of test instruments used in counseling, human services, psychology, and related professions. Typical test entries include descriptive information, professional reviews, and reviewer references. To be included, a test must be commercially available, be published in the English language, and be new, revised, or widely used since it last appeared in the series. Please note that this database does not contain the actual tests but instead functions as a directory and evaluative guide.

Testing and Education Resource Center

Testing and Education Reference Center provides practice exams for numerous standardized tests, including CLEP. Additional functions of this database include directories of degree and certificate programs in all disciplines.

Writing and Publishing Resources

Books in Print

Books in Print is a professional bibliographic database than lists more than five million in-print, out-of-print, forthcoming, book, audio book, and video titles. Please note that Books in Print does not contain the actual text of books, but instead functions as a directory.

Papers Invited

Papers Invited is a searchable directory of calls for participation from professional associations, universities, journal editors, and other conference organizers. This resource is recommended for faculty members and graduates students searching for appropriate venues at which to share their research findings. A variety of additional features are available to users who sign up for the optional personalized service. At this time, only users with email addresses ending in email.uophx.edu are eligible for the personalized service. Additional email domains will be supported in the near future.

Spanish Books in Print

Spanish Books in Print is a professional bibliographic database than lists Spanish-language in-print, out-of-print, forthcoming, book, audio book, and video titles. Please note that Spanish Books in Print does not contain the actual text of books, but instead functions as a directory.

Ulrich's Periodicals Directory

Ulrich's Periodicals Directory is a directory providing detailed, comprehensive, and authoritative information regarding periodicals published throughout the world. It covers all subjects, and includes publications that are published regularly or irregularly and are circulated free of charge or by paid subscription. Please note that Ulrich's does not provide access to the periodicals themselves. Potential uses of Ulrich's include verifying if periodicals are peer-reviewed (also known as refereed) or identifying potential journals for submission of manuscripts.

What's the Rule

What's the Rule is a set of easy-to-follow explanations and illustrations of the principles of English grammar, punctuation, and sentence structure. What's the Rule includes quizzes to test knowledge of writing concepts. This resource is recommended for all courses that require written assignments.

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 Web site at https://mycampus.phoenix.edu/

- Axia College of University of Phoenix students visit the Student and Faculty Web Site at http://axiaecampus.phoenix.edu/.

- This is the same web site used to obtain course modules, grades, and other University of Phoenix resources and services.

- After logging in to the Student and Faculty Web site, select the link "Library" to proceed to the University Library.

- Select an appropriate database and begin research.

Electronic Reserve Readings

In addition to the University Library resources for research by topic, library staff also maintains Electronic Reserve Readings for individual courses. These pages provide direct links to articles relevant to the course curriculum. Links to Electronic Reserve Readings are found, when available, within the rEsource platform for online distribution of course materials.

Customer Service

Library research specialists and librarians are ready to help students become successful researchers. Examples of the types of assistance the Library can provide include the following:

- Recommending specific University Library databases to use to locate various types of information.

- Offering guidance on how to identify keywords and combine keywords effectively for successful research.

- Providing referrals to web sites outside the University Library and to other valuable sources of information.

- Assisting in locating specific articles and documents.

- Advising library users on how to best print, save, or email the material they find in the University Library.

Additional Resources for Help

- The Library Handbook includes detailed information and helpful tips on conducting research.

- The Ask a Librarian is a feature on the pages of the Library Web site that allows users to direct specific reference or research strategy questions to Library staff.

- The Request a Specific Document is a feature on the Library Web site that allows users to request a document or book that is not available in the University Library. Specific timelines and rules apply to this service.

- The Complete the Research Tutorial is a feature on the Library Web site that allows users to learn research skills by participating in an interactive web-based research activity.

- The Choose Databases by Subject area of the library web site contains overviews of research recommendations for specific subject areas.

- The Search FAQs area of the library web site contains a searchable form to obtain answers to "Frequently Asked Questions" received by the library.

How to Contact the University Library

Technical Support   1-800-366-9693

Email   library@phoenix.edu

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

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/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, University of Phoenix classrooms in all modalities 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 entering into Axia College who are pursuing an associate degree are involved in collaborative learning activities, but are not required to participate in formal Learning Teams.

Collaboration

The effectiveness of cooperation and collaboration in enhancing learning is well and widely documented. Structures that encourage and facilitate collaboration are central to the University's teaching/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 student's 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 learner's 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 and Learning 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 first of these goals, Professional Competence and Values, relates to the discipline-specific course and program content. University of Phoenix wants graduates to attain levels of theoretical and practical disciplinary knowledge appropriate to the levels of degrees or credentials they are earning (i.e., associate, bachelor, master, or doctoral level). The remaining four goals relate to the development of competence in essential intellectual and social processes that will enable graduates to practice their professions successfully.

Curriculum

The University has created a centrally managed, faculty-developed curriculum with objectives and outcomes that are carefully defined. Individual instructors then have the responsibility to expand and enhance the basic curriculum by augmenting it with current resources and practices. The curriculum is under continual content and quality review.

Convenience of Time and Place

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

Access

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

Program Format

University of Phoenix is a non-term institution and does not operate according to a traditional academic calendar. New student cohorts can begin at any time. Typically, graduate courses at University of Phoenix meet for six consecutive weeks and undergraduate courses meet for five weeks. 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.

Axia College of University of Phoenix students enroll in two courses concurrently for nine consecutive weeks. The two-course schedule is designed so each course complements the other. Assignments are related and the workload is distributed so students do not become overwhelmed. The distributed assignment deadlines also allow faculty members additional time to work individually with students.

Student-Friendly Services

University of Phoenix has found that adult students tend to hold higher expectations of student services than their younger counterparts. They expect from the University the same level of attention they expect from any other service provider. Increasingly, that implies 24 x 7 access to student services. This is one of the University's major initiatives -- to move to electronic or telephone access as much as possible while still providing face-to-face service when needed. For example, rather than requiring students to drive to a campus bookstore, texts and course materials are ordered via the Internet or by toll-free telephone and delivered directly to the student's home. Students may also contact a Counselor at any time throughout their enrollment to discuss transfer credit application and degree completion options.

Over the past several years, the University has developed and begun implementation of rEsource-- the means by which students now gain access to learning materials for their academic programs. rEsource is a virtual student materials delivery system that will make all course materials available in digital form and will ultimately be implemented across all academic offerings.

Learning Teams

In addition to regular course instructional sessions, bachelor's and master's level students meet weekly in Learning Teams. Learning Teams are small groups of three to six students drawn from within the larger cohort. Learning Teams are an essential design element in the University's teaching and learning model through which students develop the ability to collaborate -- an ability expected of employees in information-age organizations and one of the University's primary learning goals.

Due to the unique teaching and learning model and objectives, students enrolled in Axia College of University of Phoenix associate degree programs do not participate in Learning Teams, but are encouraged to collaborate and participate in classroom collaborative assignments.

Attendance Requirements

Students are expected to attend team meetings and actively participate in the team's activities. At the end of each course, students are given the opportunity to evaluate the contributions of each team member to the accomplishments of team goals.

Learning Team Time and Meeting Requirements

Learning Teams meet weekly between course workshops. Some Learning Team meetings are faculty lead and are intended to present new academic content and provide guidance on ongoing, collaborative projects and assignments. In standard three semester-credit undergraduate courses of five workshops, teams should meet together between workshops for approximately five hours per week. In standard three semester-credit graduate course of six workshops, teams should meet together each week between workshops for approximately four hours per week. (Note: A small number of courses offered by University of Phoenix may differ in the number of credit hours and workshops. Please consult the Instructor Syllabus for Learning Team requirements for those courses).

Appropriate Meeting Locations

Learning Teams are required to select sites for Learning Team meetings that are conducive to learning. The following locations are considered acceptable: University of Phoenix classrooms and study rooms; local, city, or state libraries; university or college libraries; and company or corporate training or meeting rooms. A student residence or other location would be acceptable if the following criteria are met:

1. Individual seating for each student.

2. A desk or flat writing surface for each student.

3. Adequate lighting to ensure the ability of each student to read.

4. A quiet environment with no ambient noise such as loud music.

5. Adequately temperature-controlled to allow for the comfort of each student.

6. Electrical and phone service to allow for students to access the University's library services.

7. Adequate restroom facilities for both genders.

8. Adequate parking for student convenience.

Virtual and teleconference meetings may be appropriate substitutes from some of the activities normally done face-to-face. Content and team objectives for the week need to be taken into account when decisions to meet other than face-to-face are made.

Learning Team Log

During each face-to-face workshop, members of a learning team meet together to schedule their next meeting time, duration, and place. This information is entered on a University of Phoenix Learning Team Log, which is turned in to the faculty member at the start of the next class. As the team meets, the Log is used to document the attendance of members and record the learning and process of the team.

Learning Team Charter

During the first meeting of a Learning Team in each course, teams complete a Team Charter using the University's Learning Team Charter form found in the Learning Team Toolkit on rEsource. This is completed by team members in a collaborative process and a copy is submitted to the instructor at the second workshop.

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. Today's educational research indicates that all learners benefit from experienced, practical relevance in their educational endeavors. Faculty members have both the academic preparation necessary to teach discipline-specific theory and the practical experience to render the theory relevant and useful. Thus, the majority of University of Phoenix faculty in the bachelor's and master's programs are Associate Faculty members who bring not only advanced academic preparation in their fields, but also significant practical professional experience that enables them to facilitate the marriage of theory and practice in the classroom. Most Axia College faculty and those teaching in the College of Arts and Sciences are professional educators who focus on content but also integrate relevance into the course work. The University also employs a core cadre of Administrative and Lead faculty members. These faculty members spend the majority of their time in teaching or instruction-related activities. They provide instructional leadership, oversee academic quality assurance, and provide guidance and support for the rest of the faculty. They are involved in faculty selection and training, participate in curricular oversight, and ensure the quality of the University's academic programs.

Members of the University's faculty possess master's or doctoral degrees earned at regionally-accredited (or the international equivalent) institutions of higher education. All candidates for the faculty must successfully complete rigorous screening, assessment, training, and mentoring processes. Prior to being approved to teach any course, faculty members are required to meet the prescribed levels of academic preparation and graduate level course work, in addition to the required amount of professional experience identified for that course.

Academic Quality Institutional and Outcomes Assessment-Ensuring Consistent Quality

Over the last two decades, University of Phoenix has made significant investments in developing and maintaining institutional research capabilities. These systems measure and evaluate the University's effectiveness in achieving objectives and improving institutional processes. The foundation of the University's evaluation and assessment efforts was laid in the 1980's. This foundation continues to rest on two pillars refined in the early 1990's --the Academic Quality Management System (AQMS) focusing on the performance of educational support systems including faculty, curriculum, and student services, and the Adult Learning Outcome Assessment (ALOA) focusing on the measurement of student learning in both the cognitive and affective domains.

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, and the Colleges of Graduate Business and Management, Undergraduate Business and Management, Education, Information Systems and Technology, Health Sciences and Nursing, Social and Behavioral Sciences, General and Professional Studies, and Axia College of University of Phoenix. 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

A processor and operating system capable of handling the following software is required:

- 1.6 GHz or greater (Intel Pentium or Celeron, or AMD Athlon processor)
- Microsoft® Office XP, 2003 or 2004
  - Microsoft® Word
  - Microsoft® Power Point®
  - Microsoft® Excel (for selected courses)
  - Microsoft® Project (for selected courses)
- A current anti-virus application- updated regularly
- 256MB RAM or greater
- 20GB hard drive or larger
- 56.6 kbps modem, or High Speed Internet Connection
- Monitor and Video card with 1024x768 ppi or greater resolution
- Sound card with speakers
- CD ROM
- Inkjet or laser printer
- e-Mail address
- Internet service provider (ISP) account
- Microsoft® Internet Explorer version 6.0 or later
- Adobe® Reader 6.0 or later
- Microsoft® Outlook Express version 6.0 or later
- Flash Player

For the College of Information Systems and Technology, access to additional software is required - All required software is listed on the course rEsource page. As of this catalog printing, the following software is used:

- Microsoft® Access (for selected courses)
- Microsoft® Visual Studio.NET (for selected courses)
- Microsoft® SQL Server 2000 Developer Edition (for select courses)
- Microsoft® Visio® (for selected courses)
- JAVA® (for selected courses)
- UNIX/LINUX/Knoppix (for select courses)

In addition to the software listed above, students pursuing the College of Information Systems and Technology, BSIT/VC program or additional major, the following software is used:

- Macromedia® PhotoShop Elements (for selected courses) - PhotoShop Professional is recommended
- Macromedia® Flash Professional (for selected courses)
- Macromedia Dreamweaver (for select courses)
- Adobe® Acrobat Standard® (for selected courses) - Adobe Acrobat Professional is recommended
- Adobe Photoshop Elements (for select courses)

For the Master of Science in Nursing/Family Nurse Practitioner and the Post Masters Family Nurse Practitioner program, we recommend the following:

- Personal Digital Assistant (PDA)

Note: If the student needs to purchase the indicated computer system, the College of IS&T recommends the student consider acquiring a portable computer (laptop or notebook) for use during classroom demonstrations. The School of Advanced Studies requires Doctoral Students to bring a laptop computer to the residencies.

Technology Competencies

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

- Access course and program material on the Web.
- Correspond with University of Phoenix staff, students, and faculty using e-mail and the Web.
- Complete, send, and receive assignments to faculty or other students using e-mail and attachments/files.
- Read/print e-mail and attachments/files from students, staff, and faculty.
- Use the University of Phoenix Electronic Library also known as the Learning Resource Center (LRC) and/or Internet for research and completion of course assignments.
- Prepare and conduct presentations in the classroom using presentation equipment.

- Use the appropriate software for the course. (The University uses as standards Microsoft® Office products including MS® Word, MS® Project, MS® Excel, MS® Power Point, etc.)

- Use CD ROMs when required as part of course assignments.

- Use an appropriate anti-virus application to insure the files transmitted and received are virus free.

Online Learning System

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

- Register for classes

- Pay their tuition

- Order their books

- Meet with a counselor

- Obtain their grades

- Request transcripts and more

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

Distance Education

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

FlexNet®

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

Group-Based Online Education

The Online computer–based educational delivery system has extended the boundaries of the classroom. It is an outgrowth of the University's recognition of the technological transformation of the workplace. The Online program utilizes the Online Learning System (OLS) that makes group learning possible independent of time and location. Rather than gathering in a classroom, students and instructors interact electronically and asynchronously. Unlike other forms of distance learning, such as directed study, online education is interactive and participative. Online students can complete their University studies from virtually anywhere in the world.

Structure

Students in the group-based Online program benefit from the same quality, real world-oriented education that as distinguished the University of Phoenix since it was founded. Students become active members of a learning group of between 7-20 adult learners, and work in smaller learning teams each week on required projects and assignments. Axia College of University of Phoenix students do not use learning teams. Students complete one course at a time, then move on to the next course in the same way as students who meet face–to–face.

Process

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

Key Features of the Group-Based Online Program

Interactive Learning

Computer conferencing exchanges are student–centered, involving dynamic and extensive sharing of ideas, opinions, and information. As a result, knowledge building occurs as students examine each other's written arguments and positions.

In the face–to–face classroom environment the instructor often produces 60–80% of the oral exchanges. Research shows that in the online learning environment, the instructor produces only 10–15% of the verbal interactions. In this way, adult learners are much more actively involved in their own education, an element that the University of Phoenix has found to be essential to adult learning programs.

Equitable Participation

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

Time and Place Independent

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

OLS is available 24 hours per day, 7 days per week, enabling adult learners to choose the times when they believe they are best prepared to engage in particular learning activities and spend as long as they wish working on them. The result is that the Online adult learner has increased control and has more options than in the classroom. (*Note: There are two scheduled downtimes a month. They occur on the 1st and 3rd Saturday of each month from 11:00 p.m. to 5:00 a.m. Sunday.)*

Computer Text–Based Communications

All of the Online communications are text–based, and the users (students and faculty) are able to maintain an ongoing common transcript which greatly enhances opportunities for reflective interaction. At any time they choose, students can review and reflect on the transcripts they have stored in their computers. These archives invite students to organize and reorganize the body of ideas being developed in their class. **(Note:** *There are two scheduled downtimes a month. They occur on the 1st and 3rd Saturday of each month from 11:00 p.m to 5:00 a.m. Sunday).*

Services Provided

Through OLS, students are able to contact the Learning Resource Center to request literature searches and have them forwarded directly to their personal "inbox" on the Online Learning System.

The University staffs a technical support help desk 24 hours per day, seven days per week.

Confidentiality

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

Policy on the Illegal use of OLS

The University of Phoenix retains the right to monitor the Online Learning System conferencing system, via the System Operator, in order to verify appropriateness of use.

Illegal activities are expressly prohibited and include such things as distribution of "pirated" software, distribution of unauthorized surveys, exchange of "hot" billing numbers for long distance charges, and messages that are pornographic, slanderous, or offensive by community standards.

Illegal activity will be deleted by the System Operator and the originators of such messages may be denied system access on a suspended or permanent basis.

UNIVERSITY POLICIES

Program Registration

Students are required to register for their program course of study on an Enrollment Agreement. Registration is conducted at an official student orientation session. Students not present during registration should contact their local campus for a registration form and class calendar. Distance Education students should contact a University Admission Counselor to register. It is the student's responsibility to officially register for the program course of study. Any change in the original registration must be communicated to the local campus staff. Major changes in a student's schedule may necessitate completion of a new Enrollment Agreement.

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.

Course Cancellation

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

Directed Study

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

Concurrent Enrollment

Because of the intensive nature of the University's courses, students are not encouraged to concurrently enroll in courses at the University of Phoenix or to enroll in courses at other institutions while enrolled in University courses. However, students are given the opportunity to concurrently enroll in a limited number of courses. Under no circumstances may BSN nursing courses be taken concurrently with other BSN nursing courses.

Under no circumstances will students be allowed to enroll in more than two University of Phoenix courses concurrently. **Concurrent enrollment is prohibited in the first two courses taken at the Online Campus unless the student is enrolled in the Axia College of University of Phoenix associate degree programs.** Courses taken concurrently with other institutions will not be limited.

Maximum Credit Load

Axia College of University of Phoenix students may earn a maximum of 45 credits in a twelve (12) month period.

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

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

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

Course Credits

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

Student Identification Numbers

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

Name and Social Security Number Changes

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

Class Attendance

Most classes meet four hours per week, usually in the evening and online workshops span an entire week. Attendance is mandatory. Special instructional activities may be scheduled on weekends or at other times convenient to both students and faculty members. Class attendance requirements are as follows:

1. Students are not allowed any absences for courses that are less than five weeks in length. Due to concurrent enrollment in nine (9) week courses Axia College of University of Phoenix students may not miss more than two weeks of attendance. Students may not miss more than one class session and/or Learning Team meeting for courses that are five to nine weeks in length. Students are allowed a maximum of two class meeting absences for courses that are ten weeks or longer in length. Students in the BSN Clinical courses must still achieve the total number of required clinical hours regardless of any absences in these courses. Students must make up all missed work requested by the faculty member. Any absence may affect students' grades.

2. In classes at the Online campus, a class "session" is defined as 12:00 a.m. (MST) Tuesday to 11:59 p.m. (MST) the following Monday. If a student posts a message to a class newsgroup on any two days during that week, the student is in attendance for that class session.

Directed Study Course Attendance

In courses completed through directed study, attendance is defined as weekly contact with the assigned faculty member. This student contact with the faculty member may be either written or verbal communication, including the submission of required course assignments. Attendance is mandatory; students are required to attend (make contact with the faculty member) each scheduled week of the course.
1. Students may not miss more than one week per course.
2. Students who miss two or more classes must officially withdraw from the course and receive a grade of "W" or "WF." No other grade will be awarded.

Duplication of Credit

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

Course Audit Policy

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

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

Change in Student Status

Any student who finds it necessary to interrupt his/her attendance by withdrawing from the program should complete the official withdrawal process at their local campus to avoid additional charges .

For students receiving federal financial aid, a change in enrollment may result in a cancellation or reduction of funds. For temporary withdrawals, contact your campus finance advisor to determine if you are eligible for a Leave of Absence. A student on an approved leave of absence will be considered enrolled at the University and entitled to an in-school deferment for his or her student financial aid loans.

Leave of Absence (LOA)

A leave of absence (LOA) is considered a temporary interruption in your program of study. By completing the following process and upon University approval, the LOA will maintain your in-school enrollment status.

1. The University may grant a leave of absence(s) to students who provide a written, signed and dated request to their campus on or before the last date of class attendance. If unforeseen circumstances prevent a student from providing this request on or before the last date of class attendance, the University may grant the leave of absence if the campus receives the request and appropriate documentation within 15 days of the student's last date of class attendance. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, business travel, University course cancellation and/or facility closure, and natural disasters.

2. A student may be approved by the University for up to two nonconsecutive leaves of absence in a 12-month period. Generally, each leave may not exceed 60 days in length. Time in excess of 60 days, not to exceed 90 days per leave in any 12-month period (for a total of 180 days during the 12 month period) may be approved on an exception basis for unusual circumstances. These circumstances may include, but are not limited to, the following issues: military reasons, circumstances covered by the Family and Medical Leave Act of 1993, or jury duty.

3. Students who wish to take a second leave during the 12-month period may do so only for special circumstances which include, but are not limited to, the following: military reasons, circumstances covered by the Family and Medical Leave Act of 1993, ADA accommodations, jury duty and University course cancellation and/or facility closure and natural disasters. Students returning from a first leave of absence must complete at least one course, with a grade other than "W" or "WF" prior to requesting a second leave.

4. Students returning from a Leave of Absence will be allowed to complete coursework started prior to the leave with no additional charges assessed. The University will allow students, who start a leave during a course, to withdraw with an Authorized Withdrawal Tuition Credit (AWTC). Students who start a leave during a course and receive a "WF" grade are not eligible for the AWTC and will, therefore be ineligible for an approved LOA.

If a student does not return from an approved leave of absence, his or her withdrawal date and beginning of the loan grace period will be the last date of class attendance.

Re–Entry Students

Students who have been inactive in the program for one year or more are required to complete a new application and enrollment agreement. This is to ensure that the University has current demographic information for each student. A second application fee is not required. Students who withdraw for one year or more are subject to any curriculum or degree requirement and policy changes in effect at the time they re-enter.

Transfer of Credit

Academic credit earned for courses appearing on an official transcript from a regionally or nationally accredited associate degree granting candidate for accreditation college or university with a minimum grade of C- will be evaluated according to University policies and accepted subject to the approval of the University's Central Office of Admissions. Transfer credits that are 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's Corporate Office of Admissions or Prior Learning Assessment Center are final. Any preliminary reviews by campus personnel are unofficial and not binding, and subject to change.

The regional accreditation agencies are:
- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

The national accreditation agencies are:
- Accrediting Associate of Bible Colleges
- Association of Advanced Rabbinical and Talmudic Schools
- Accrediting Council for Independent Colleges and Schools
- Accrediting Bureau of Health Education Schools
- Accrediting Commission for Career Colleges/Colleges of Technology
- Association of Theological Schools
- Council on Occupational Education
- Distance Education and Training Council
- Transnational Association of Christian Colleges and Schools

A maximum of 30 credits may also be awarded for the successful completion of exams from approved national testing programs (Advanced Placement Exams (AP), CLEP, Excelsior, Berlitz, DANTES) according to University policy.

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

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

Nondiscrimination Policy

The University of Phoenix does not discriminate on the basis of race, color, national origin, sex, disability or Vietnam–era veteran status in its educational programs, activities or employment practices. 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, and the Americans with Disabilities Act of 1990.

If any student or applicant has a question or concern regarding compliance with this policy, that student or applicant may direct the question or concern to the Vice President/Director, or any student may elect to utilize the student grievance procedures set forth in the "Student Grievance" section of this catalog.

Harassment Policy

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

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

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

If any student or applicant has a question or concern regarding compliance with this policy, that student or applicant may direct the question or concern to the Vice President/Director, or any student may elect to utilize the student grievance procedures set forth in the "Student Grievance" section of this catalog.

Note: The Harassment Policy also applies to students who are University employees.

The Americans with Disabilities Act (ADA)

The University of Phoenix recognizes and accepts its obligations under the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, prohibiting discrimination on the basis of a disability and requiring the University to provide reasonable accommodations to qualified disabled students in all University programs and activities. Students have the responsibility to both self-disclose and request accommodation through the Campus ADA Compliance Officer. Communication with faculty or other staff members does not constitute in itself fulfilling the University ADA accommodation requirements. Verification through documentation from a health care provider is required prior to accommodations being determined and fulfilled. The Campus ADA Compliance Officer will review documentation for accommodation consideration.

Campus ADA Compliance Officers are responsible for managing the campus student ADA process including negotiations and finalizing appropriate student accommodations. For a complete list of all Campus ADA Compliance Officers, currently enrolled students may go to the https://ecampus.phoenix.edu or http:// axiaecampus.phoenix.edu for Axia College of University of Phoenix, student service menu. Students may also obtain this list as of catalog publication date at the end of this catalog under Campus Americans with Disabilities Act of Compliance Officers.

Determination of overall reasonable accommodations, governance and compliance with the ADA and Rehabilitation Act for students are managed by the Central Administration ADA Compliance Officer, Stefani Rosenstein, located in Phoenix, Arizona, Registrar's Office, University of Phoenix, 4615 East Elwood Street, Phoenix Arizona 85040 Fax: (480) 643-1015. 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.

Acceptable Use of University Computing and Communication Resources

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

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

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STUDENTS' RIGHTS AND RESPONSIBILITIES

Code of Student Responsibility

The Student Code of Conduct of University of Phoenix supports the University's mission to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities.

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

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

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

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

1. Actions, verbal statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students, or any conduct which interferes with the educational process or institutional functions.

2. Harassment, sexual or otherwise, that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member.

3. Disruptive behavior that hinders or interferes with the educational process.

4. Violation of any applicable professional codes of ethics or conduct.

5. Failure to promptly comply with any reasonable directive from faculty or University officials.

6. Failure to cooperate in a University investigation.

7. 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).

8. Using, dealing in, or being under the influence of alcohol or illegal drugs while in class, at campus-sanctioned events, or when meeting with campus personnel.

9. Cheating - using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

10. Fabrication - falsification or invention of any information, citation, or document, or lying during a University investigation.

11. Plagiarism - representing the words or ideas of another as one's own in an academic exercise.

12. Failure to maintain confidentiality and respect the privacy of personal or professional information communicated about clients, one's employer, other students or their employers.

13. Unlawful use or acquisition of copyrighted works.

14. Helping another student cheat, fabricate, plagiarize, or unlawfully acquire or use copyrighted works.

15. Violation of the policy on Acceptable Use of University Computing and Communication Resources for Students and Faculty.

16. Hazing (any action which recklessly or intentionally endangers the mental health or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any University-sanctioned organization).

17. Violation of University regulations and policies (in addition to those regulations and policies covered by items 1-16 above).

18. Violation of federal, state, provincial, or local laws or regulations that impacts the University's educational environment.

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

A. Alleged Violations:

1. An alleged violation of the Student Code of Conduct, unless related to student records, shall be forwarded in writing to the Campus Director of Academic Affairs, the Campus Director of Operations, or their designee.

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

3. All alleged violations of the Student Code of Conduct shall be subject to a fair and impartial process in determining whether or not a violation has occurred.

4. An alleged violation of the Student Code of Conduct may result in a warning or it may be subject to review by a Campus Committee as described below.

B. Investigation:

1. Violations of the Student Code of Conduct shall be investigated in a prompt and reasonable manner.

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

3. While an alleged violation of the Student Code of Conduct is being investigated, a student may be removed from class, campus-sanctioned events, and other University functions after review and consultation with University Legal Services and/or the Office of Dispute Management.

C. Notification:

1. A student who is charged with a violation of the Student Code of Conduct shall be notified of the specific charge(s) in writing by a Charging Letter sent via Certified Mail, Return Receipt Requested, or comparable means, and shall be given ten (10) days to submit a written response to the designated University official.

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

3. In those instances where the campus determines the conduct does not warrant a Charging Letter, it may choose to issue a Warning Letter and/or provide counseling to the student.

D. Campus Committee:

1. After the campus investigation is completed and the student has responded to the Charging Letter, a Campus Committee shall be convened to review the file and make findings and recommendations to the Campus Director of Academic Affairs or the Campus Director of Operations (a designee may be appointed if the Director has recused himself/herself).

2. The Campus Committee shall be chaired by a full-time campus administrator.

3. The Campus Committee composition shall be at least three (3) impartial individuals who have no prior involvement with the student or the investigation: a campus administrator, a faculty member, and a student representative who is not a University employee. (Note: Students who are subject to a professional code of conduct that applies to their enrollment at the University shall have the composition of their Campus Committee adjusted as necessary to comply with that code).

E. Registrar's Committee:

1. After the Registrar's Office investigation is completed and the student has responded to the Charging Letter, a Registrar's Committee shall be convened to review the file and make findings and recommendations to the Registrar (a designee may be appointed if the Registrar has recused himself/herself).

2. The Registrar's Committee shall be chaired by an Associate Registrar or Director in the Registrar's Office.

3. The Committee composition shall be at least three (3) impartial individuals, who have no prior involvement with the student or the investigation, to include: an Associate Registrar, a Director in the Registrar's Office, and the Director of Operations or Director of Student Services (or designee) for the student's primary campus. (Note: Students who are subject to a professional code of conduct that applies to their enrollment at the University shall have the composition of their Campus Committee adjusted as necessary to comply with that code).

F. Committee Process:

1. Students shall be afforded the opportunity to address the Committee to make a statement in their defense. This may be done via teleconference.

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

3. Tape, digital, or other electronic recording of the Committee Meeting is not permitted.

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

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

G. Decision:

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

2. For Registrar cases, the Committee Chair delivers a summary report, generally containing Findings of Fact, Conclusions, and Recommendations, to the Registrar (or designee), who has the ultimate authority to accept, reject, or modify the recommendations of the Registrar's Committee and render the decision.

3. The decision shall be communicated to the student by the decision maker. The decision shall be sent via Certified Mail, Return Receipt Requested, or comparable means.

H. Sanctions:

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

2. 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.

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

I. Appeals:

1. In those instances where students are found to be in violation of the Student Code of Conduct, they may appeal the decision to the Student Discipline Review Committee (SDRC) in the Office of Dispute Management within ten (10) days of receiving the campus decision. The SDRC is usually comprised of a senior manager from University Services, a Regional Director of Academic Affairs, and an Associate or Assistant Dean from the accused student's college (or their respective designee). The decision of the SDRC is final and shall be communicated directly to the student and the campus, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion (see H.3. above).

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

Students subject to a professional code of conduct that applies to their enrollment at the University shall have the composition of the SDRC or SMRC adjusted as necessary to comply with that code.

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.

Policy on Counseling Ethics Standards

The University of Phoenix Policy on Counseling Ethics Standards is defined as compliance with the American Counseling Association Code of Ethics, Standards of Practice, and the American Association for Marriage and Family Therapy Code of Ethics. The policy sets forth expectations and regulations for conduct by Master of Science in Counseling students who enroll in the University.

The policy states that all forms of unethical behavior are to be reported and reviewed. Reported violations will be addressed by a Counseling Ethics Committee. Expectations for ethical conduct are discussed in the Student Program Handbook.

Students determined to be in violation of ethics standards may be sanctioned, which may include expulsion from the University.

Students' Right to Privacy

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

1. Students should be provided access to official records directly related to them. Students who wish to see their records must make an appointment or submit a written request through the University Registrar's Office or local campus office.

2. Students may not remove any materials, but are entitled, at their expense, to one copy of any materials contained in their file, unless a disclaimer appears on the document indicating that the student is not to be given a copy, or if the student waived the rights to the document.

3. Students be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the faculty member.

4. Students' written consent must be received prior to releasing personally identifiable student data from their records to other than a specified list of exceptions.

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

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

A copy of the University's FERPA policy is available to students through the Registrar's Office or the student ecampus website at: http://ecampus.phoenix.edu or http://axiaecampus.phoenix.edu for Axia College of University of Phoenix.

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

Students have the right to restrict disclosure of directory information. Written requests for privacy holds should include name, IRN, address, specific records to be withheld and/or to whom the privacy hold applies, and the student's signature and date. Requests are valid throughout student's enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4615 East Elwood Street, Mail Stop AA-E101, Phoenix, AZ 85040, Fax (480) 966-9836.

CONSUMER INFORMATION

All institutions that participate in the Federal Student Aid Programs are required to notify enrolled and prospective students regarding consumer information that is available to them. This notice is intended to outline consumer information that you have the right to request and review. The following information is available online as noted in each section. Additionally, you have the right to request this information in writing by contacting the Campus Director or designee at each University of Phoenix location during regular business hours. This information can also be obtained in its entirety in the University Consumer Information Guide at http://www.phoenix.edu/consumerinfo.

Rights Under Family Education Rights and Privacy Act (FERPA) and Consumer Privacy Policy

University of Phoenix maintains compliance with the U.S. Family Education Rights and Privacy Act (FERPA) of 1974 (amended in January 1975 and appearing in its final form in June 1976). The Privacy Act defines requirements, which are designed to protect the privacy of the students concerning their records maintained by the University. The disclosure includes the student's rights and procedure to review their educational records and amend inaccuracies. Generally, information pertaining to a student's records shall not be released to a third party without written authorization from the student, by judicial order, or a lawfully issued subpoena. Education records pertain to all records an institution maintains regarding a student. A copy of the University Family Educational Rights and Privacy Act Policy is made available to students through the Registrar's Office or in the University Consumer Information Guide at http://www.phoenix.edu/consumerinfo. To view the most current Privacy Policy, go to http://www.phoenix.edu and click on the Privacy Policy link on the bottom of the page.

Solomon Act

The University of Phoenix complies with the Solomon Act which provides certain information to military Recruiters. Information that may be released to military Recruiters (absent a privacy hold) include: Name, Address and Phone number, Age & Place of birth, Level of Education and major, Degree received, and most recent educational institution attended.

Available Financial Assistance

The University of Phoenix participates in Federal Student Aid Programs, to include Federal Stafford Loans, Federal Perkins Loans, Federal Pell Grant, Academic Competitiveness Grant, National SMART Grant, Federal Supplemental Educational Opportunity Grant, and the Federal PLUS Loan programs. Students may also be eligible to receive funding through State Grant Programs and Scholarships. Depending on the program, student eligibility may be need based, non-need based, or credit based. The University currently participates in State grant programs in California, Nevada, Arizona, Florida, Rhode Island, Ohio, Minnesota, Vermont and Pennsylvania. Additional information on State Grants may be received from your Campus Financial Aid Office. Detailed information regarding available assistance, terms and requirements of the programs, eligibility criteria, as well as, rights and responsibilities, may be reviewed in the "Financial Aid" section of the University Consumer Information Guide at: http://www.phoenix.edu/consumerinfo.

Degree-seeking students that are U.S. citizens or eligible non-citizens enrolled in an eligible academic program may apply for student financial aid as a means of assisting with financing their education. Some certificate programs are also eligible for student financial aid. Contact your Campus Financial Aid Office for additional information regarding the programs that are available at your campus. Detailed information regarding available assistance, terms and requirements of the programs, eligibility criteria, as well as, rights and responsibilities, may be reviewed in the "Financial Aid" section of the University Consumer Information Guide at: http://www.phoenix.edu/consumerinfo.

Cost of Attendance

The University establishes standard student budgets as a basis for awarding federal student financial aid funds. These budgets are not intended to represent exact living expenses that will be incurred but represent average expenses based on information from the Bureau of Labor Statistics. The Cost of Attendance (COA) includes average living expenses, rEsource fees, tuition, and other fee charges. The average monthly living expenses, rEsource materials, and aXcess materials estimates used in the federal cost of attendance are as follows:

- Living Expense $1,798.00
- FFELP loan Fees: - Undergraduate $10.00
                                        - Graduate $23.00
- rEsource Fees +   - Undergraduate $50.00
                                        - Graduate $63.00
- aXcess Fees+ $40.00

The distribution of Living Expense costs include food and housing (55%) and miscellaneous expenses of transportation, health and personal care, clothing and entertainment (45%)

+The above fees are used as a basis for creating an average monthly Cost of Attendance for the purpose of awarding student financial aid; these amounts of fees per course. Actual rEsource fees and aXcess fees per course are as follows:

rEsource Fees   - Undergraduate $75.00
                                        - Graduate $95.00
aXcess Fees $60.00

In addition to the above expenses, the COA includes an estimated monthly tuition cost based on your campus and program of study. Contact your local campus for detailed information regarding actual tuition expenses.

Applicable Refund Policies

The University's tuition refund policies vary according to geographic area, in accordance with each state's applicable laws and regulations. Tuition refund policies generally apply for students who are withdrawn from a course. The University follows the Federal Return of Title IV funds regulations. Under the provisions, when a recipient of Federal Student Aid (FSA) funds withdraws from the University during a payment period, the University must determine the amount of FSA funds earned as of the student's withdrawal date. If the total amount of funds earned is less than the amount disbursed, funds will be returned to the appropriate FSA Programs.

If the total amount of FSA funds earned is greater than the total amount of funds disbursed, the difference between these amounts may be treated as a post-withdrawal disbursement. You may review the detailed information regarding the FSA return in the University Consumer Information Guide at: http://www.phoenix.edu/consumerinfo.

Requirements for Officially Withdrawing from the University

Any student who finds it necessary to interrupt their attendance by withdrawing from the University can complete the official withdrawal process by contacting their local campus. The Official Withdrawal form will assist the University in timely withdrawal processing so that no additional services are rendered or charges incurred.

Academic Program and Instructional Facilities Information

Academic program offerings and instructional facilities vary according to geographic area and delivery mode (on-campus or online). Not all programs are available at all locations. University of Phoenix offers undergraduate and graduate programs in business and management, information systems and technology, nursing and health care, social and behavioral sciences, and education. Detailed and current information regarding academic programs, instructional facilities, and current campus contact information may be reviewed at: http://www.phoenix.edu/campus_learning/campus_locations/.

Entities that Accredit, License, or Approve the University of Phoenix

The University is reviewed and approved by several federal, state, and private agencies. These approvals include the following:

University of Phoenix is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools (30 N. LaSalle Street, Suite 2400, Chicago IL 60602-2504; (312) 263-0456, (800) 621-7440).

The Bachelor of Science in Nursing Program and Master of Science in Nursing are accredited by the National League for Nursing Accrediting Commission (61 Broadway, 33rd Floor, New York, NY 10006 (212) 363-5555.

The Master of Science in Counseling with a specialization in Community Counseling Program (Phoenix and Southern Arizona Campuses) and the Master of Science in Counseling with a specialization in Mental Health Counseling Program (Utah Campus) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (5999 Stevenson Avenue, Alexandria, VA 22304; (703) 823-9800).

Additionally, the University is licensed by state regulatory bodies and the U.S. Department of Education. You may obtain a copy of the University's accreditation and/or license documents, or information on how to contact any of the agencies that regulate the University, by contacting Academic Legal Services at (480) 557-1683. You can review a listing of University approvals and licensing in the University Consumer Information Guide at http://www.phoenix.edu/consumerinfo.

Services for Disabled Students

University of Phoenix recognizes and accepts its obligations under the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, prohibiting discrimination on the basis of a disability and requiring the University to provide reasonable accommodations to qualified disabled students in all University programs and activities. Students have the responsibility to both self-disclose and request accommodation through the campus ADA Compliance Officer. Communication with faculty or other staff members does not constitute in itself fulfilling the university ADA accommodation requirements. Verification through documentation from a health care provider is required prior to accommodations being determined and fulfilled. The campus ADA officer will review documentation for accommodation consideration. Campus ADA officers are responsible for managing the campus student ADA process including negotiations and finalizing appropriate student accommodations. A current listing of all Campus ADA Compliance Officers may be obtained at http://www.phoenix.edu/adalist/adalist.asp.

Drug and Alcohol Abuse Prevention Program

Drug abuse affects all aspects of American 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. All students are expected to conduct themselves as mature adults and as members of an academic community. The consumption of alcohol or drugs while attending class, or meeting with campus personnel, is prohibited and may be subject to disciplinary action. All drug and alcohol abuse policies, prevention and referrals can be found in the University Consumer Information Guide at http://www.phoenix.edu/consumerinfo.

Title II of the Higher Education Act-Academic Year 2004-2005 Report

In compliance with Title II of the Higher Education Act, the University of Phoenix has submitted institutional questionnaires which detail our program offerings, student demographics, and student performance in each state where we offer teacher education preparation programs. The University of Phoenix provides professional preparation for teachers in Arizona, California, Colorado, Hawaii, Nevada, New Mexico, and Utah. This report provides an overview of the information contained in our Institutional Reports.

The Institutional Reports and may be found in the University Consumer Information Guide at http://www.phoenix.edu/consumerinfo

Dissemination of Institutional and Financial Assistance Information

Information about institutional and financial assistance is available from the Campus Director or designee at each University of Phoenix location during regular business hours. A current listing of locations and contact information can be found on the University Web page at http://www.phoenix.edu/campus_learning/campus_locations/.

Student Completion Rate

As a result of reauthorization of the Higher Education Act of 1965, each educational institution must publish its student completion rates for first-time undergraduate students (i.e., students with no prior college/university experience). The completion rate for all University of Phoenix students averages 59% across all programs. The completion rate for just "first-time" undergraduate students who started between 09/01/97 and 08/31/98 was 16%. These "first-time" students made up less than 7% of the University's enrollment.

Campus Safety Information

Campus Safety Policies and Campus Crime Statistics are published in the University of Phoenix Campus Safety Report. The University of Phoenix Campus Safety Policies cover issues concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters. The University of Phoenix Campus Crime Statistics cover crimes reported to the University 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, over the previous three years. The University of Phoenix Sex Offender Registry provides for the tracking of convicted sex offenders enrolled at or employed at this university as reported to this institution. Detailed policies and statistics regarding campus safety may in the University Consumer Information Guide at http://www.phoenix.edu/consumerinfo or by contacting the local Campus Security Authority.

Campus Crime Statistics

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 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/consumerinfo.

Sex Offender Registry

The University of Phoenix Sex Offenders Registry provides for the tracking of convicted sex offenders enrolled at or employed at this university as reported to this institution. It can be obtained by accessing the following web-site: http://www.phoenix.edu/consumerinfo/or by contacting your local Campus Security Authority.

ACADEMIC POLICIES

Academic Advisement

All students are provided the opportunity to communicate with a Counselor prior to enrollment and throughout the duration of their program. This advisement will 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 service website include transfer credit summaries, official grades, 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 Counselor. Applicants unable to meet admission criteria may utilize the services of an Enrollment Counselor in formulating an educational plan that, upon successful completion, satisfies the degree program admission criteria.

Admission Status

There are five types of admission to the University of Phoenix: Admitted, Provisional, Registered, Deferred and Denied. Applicants to certain degree programs are permitted to begin their program of study under Registered, Deferred and Provisional admission status but are not considered matriculated until Admitted status is granted by the Corporate Office of Admissions and all transfer credits are reviewed for applicability to the degree program.

Admitted Status

A student is granted Admitted status by the Corporate Office of Admissions after all documents have been received, the applicant's admission file has been reviewed and all admission requirements have been met. All materials to obtain admission should be submitted by the end of the third course. No student may enroll in the fourth course without admission and matriculation being granted. This provides the University the necessary information to develop individualized program schedules for each student and provides an opportunity for an admission decision to be made early in the program. Under extenuating circumstances, a student may request permission from the campus Vice President/Director to enroll in up to five courses prior to an admission and matriculation decision being made.

Provisional Status

Undergraduate Provisional Status

Students who have graduated from high school less than two years from application to the University may be Provisionally Admitted (PV) if all other requirements have been met. Students admitted provisionally must earn a 2.0 cumulative

grade point average by the end of their fourth completed course or they will be academically disqualified. Axia College of University of Phoenix does not use the Provisional Admission status for degree seeking students.

Graduate Provisional Status

Students who meet all admission requirements except the minimum GPA requirement of 2.50 (see admission requirements) may be admitted on Provisional status (PV) if their entrance GPA is between 2.0 and 2.49. Students admitted on Provisional status must achieve a GPA of 3.0 in their University of Phoenix course work at the end of the fourth graded graduate course. Students with a GPA of less than 3.0 at the end of their fourth graded graduate course will be academically disqualified.

Doctoral Provisional Status

Student who meet all admission requirements except the minimum GPA requirement of 3.0 (see admission requirements) may be admitted on Provisional status (PV) if their entrance GPA is between 2.50 and 2.99. Students admitted on Provisional status must achieve a GPA of 3.0 in their University of Phoenix course work at the end of the fourth graded doctoral course. Students with a GPA of less than 3.0 at the end of their fourth graded doctoral course will be academically disqualified.

Registered Status

Qualified degree seeking students in the business, human services, management, education, counseling, computer information systems, psychology or nursing programs may attend a maximum of three courses under Registered status (RR) by completing an application, paying the application fee, and registering for at least 24 credits. Under extenuating circumstances, a student may request permission from the campus Vice President/Director to enroll in up to five courses prior to an admission decision being made.

The University makes no guarantees of a favorable admission to students enrolled in course work under Registered status. Students relying on foreign education to meet admission requirements or who are required to take the Test of English as a Foreign Language (TOEFL) Test of English for International Communication (TOEIC), International English Language Testing System (IELTS), the Berlitz Online English Proficiency Exam, or the University's Online English Proficiency Test (OEPT) are not eligible to attend classes under Registered status until all admission requirements are met and a favorable evaluation has been performed by an approved foreign credential evaluation agency or evaluation performed by the Corporate Office of Admissions.

Deferred Status

Students who submit incomplete information or documentation may be placed on Deferred admission (DF) until all information or documentation is received to render an appropriate admission decision. No student may enroll in their fourth course without full admission (AM) and matriculation being granted.

Denied Status

Applicants who do not meet the minimum admission requirements for their selected program are denied admission.

Academic Probation

Academic Probation shall occur when a student's grade point average falls below acceptable levels. Undergraduate students must maintain a program grade point average of 2.0 while graduate students must maintain a program grade point average of 3.0. Probation lasts for a period of four consecutive courses. Any course work taken concurrently will be applied to the four course period. Financial Aid and VA students will continue to receive funds during the probationary period.

Academic Disqualification

Academic disqualification will result if a student fails to clear his/her academic probation status within the probationary period. Disqualified students are not eligible for re-entry until the lapse of one calendar year. The University will note the date a student is placed on and removed from Academic Disqualification on the permanent transcript. To re-enter, a formal application must be submitted in accordance with University admissions 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 re-entry. The re-entry file will be reviewed by the Student Appeals Center and a decision reached regarding re-entry. If approved, the student would be required to complete all program requirements in effect at the time of re-entry and will be placed on Academic Probation for a four course period. Disqualifications may also occur for failing to achieve the required GPA while on provisional admission standing.

Scholastic Disqualification

Each degree program may have specific Progressions Requirements. Failure to meet those Progression Requirements will result in Scholastic Disqualification. For example, Scholastic Disqualification results when a student fails to earn a specified minimum grade in a required progression course.

Students who have been Scholastically Disqualified will not be allowed to continue in their degree program until they have fulfilled the requirements for progression as determined by University policy. The University will note the date a student is placed on and removed from Scholastic Disqualification on the permanent transcript. The course that placed the student on Scholastic Disqualification, or its equivalent, may be scheduled, but all other scheduling will be restricted.

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

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

Licensed Practical Nurse (LPN) to Bachelors of Science in Nursing (BSN)

Students enrolled in the LPN to BSN program must successfully complete the following foundation and nursing courses with a "C" or better [HCS 250, HCS 260, PSY 280, NUR 300, NUR 310, NUR 315, NUR/315L, NUR 320, NUR 330, NUR 335, NUR 340, NUR 345, NUR 464PN, NUR 467PN, NUR 471PN, NUR 473PN, NUR 482, and NUR 499] in order to progress in the program. Unsuccessful completion or passing of these courses will place the student on Scholastically disqualification. Students will not be allowed to continue in the degree program until they have successfully retaken and completed the course. Students who fail to receive a minimum grade of "C" or pass the clinical component in any one of these courses will be scholastically disqualified from the University (a C-" is not acceptable) and will have the disqualification noted on the transcript. Additionally, students must complete ALL clinical hours in order to pass a clinical course. The Campus College Chair will establish conditions for re-admission. Re-admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Students may repeat a clinical or clinical-related course only one time. If the student does not receive a "C" or better on the second attempt, the student will be permanently withdrawn from the LPN to BSN program.

*Note that courses may vary according to each State Board of Nursing regulations and requirement.

California LVN to BSN: HCS 250, HCS 255, HCS 260, PSY 280, SCI 220CA NUR 300, NUR 310, NUR 315, NUR 315L, NUR 320, NUR 330, NUR 431, NUR 478PN, NUR 335, NUR 335CA, HCS 429, NUR 340CA, NUR 345, NUR 454PN, NUR 467PN, NUR 471PN, NUR 473CA, NUR 482, NUR 499

RN to Bachelor of Science in Nursing

Students in the RN to Bachelor of Science in Nursing program are required to achieve a minimum grade of "C" in the clinical courses (NUR 402, NUR 464, NUR 467, NUR 471, NUR 473, and NUR 486)). (NUR 301, NUR 391, NUR 403, NUR 405, NUR 408, NUR 420, NUR 440, NUR 443, NUR 492). Students who fail to receive a minimum grade of "C" in any one of these courses will be scholastically disqualified from the University (a "C-" is not acceptable). Re-admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Students may repeat a clinical course only one time. If the student does not receive a "C" or better on the second attempt, the student will be permanently withdrawn from the RN to Bachelor of Science in Nursing program.

Master of Science in Nursing

Master of Science in Nursing students must complete of the NUR 598 (Research Utilization Project), NUR 590A, and NUR 590B (Nursing Practicum) with a grade of B or better (a B- is not acceptable) or they will be placed on Scholastic Disqualification. Students who do not complete NUR 590B with a grade of B or better must retake not only NUR 590B, but they must also repeat NUR 590A. Satisfactory completion of NUR 590A and NUR 590B (Nursing Practicum) with a B or better. Students who do not pass these classes with a grade of 'B' or better will fall into the SD policy criteria. Students may repeat the class once. If the student does not pass the class after these two repeats, the student will be permanently withdrawn from the program.

University College Sequence

University College students must complete GEN 101 with a grade of "C-" or higher. Students are allowed a maximum of two attempts to complete the course with the minimum required grade. After the first unsuccessful attempt, students are scholastically disqualified. If students do not meet the minimum grade requirement after the second attempt, students will be academically disqualified. Students cannot progress to the next course unless they have completed GEN 101 and received the minimum required grade.

Students enrolling in University bachelor degree programs with fewer than 24 transferable semester credits from regionally accredited, or approved nationally accredited, or candidate for accreditation colleges and universities must enroll in the first cluster of the University College Sequence:

GEN 101
   Skills for Lifelong Learning 3 credits

COMM 105
   Introduction to Effective Written Communication 3 credits
SOC 110
   Teamwork, Collaboration, and Conflict Resolution
   3 credits
COMM 110
   Introduction to Oral Communications 3 credits

(Online campus and FlexNet students only will be able to use COMM 102)

RES 110
   Introduction to Research and Information Utilization
   3 credits

GEN 101 must be taken as the first course in the student's program of study. The remaining four courses must be taken within 12 months of enrollment.

Nurse Practitioner Program

The Family Nurse Practitioner Program policy states that a grade of "B" or better must be earned in all nurse practitioner courses. The student with a"B-" or below in one of these courses may not continue in any other nurse practitioner course and is placed on scholastic disqualification. Re-admission will be coordinated with the nurse practitioner program manager. Students may repeat only one nurse practitioner course one time. If the student does not receive a "B" or better on the second attempt, the student will be permanently withdrawn from the Nurse Practitioner Program. All students must earn a minimum grade of "B" in the following NP courses or they will be placed on Scholastic Disqualification: NRP 505, NRP 514, NRP 540, NRP 545A, NRP 551, NRP 545B, NRP 560, NRP 565, HCS 510, HCS 507.

College of Education Progression Requirements

In order to progress in the teacher preparation programs, MAEd /TED, MAED/SPE, and MAED/ECH candidates must meet the following requirements. Candidates should check on campus protocol to determine the timeline for meeting progression requirements.

1. Demonstration of basic skills proficiency. This requirement must be met by passing basic skills test exam required by the state for teacher certification (e.g., CBEST, Praxis I). If a particular state does not have a basic skills test requirement, students must pass PRAXIS I.

2. Achieve passing scores on the formal interview that occurs during Student Teaching Seminar I.

3. Submission of a two-page typewritten statement detailing reasons for wanting to become a teacher, including any past experiences in teaching. This statement will be submitted to the faculty committee at the time of the formal interview.

4. Verification of fingerprint clearance. Candidates enrolled at the Online campus can provide fingerprint verification from their state or can obtain fingerprint clearance through the State of Arizona. (This applies to candidates in MAED/SPE as well.)

If the campus receives written verification that a candidate has not met the fingerprint clearance requirements for their state and is not eligible to hold a teaching certificate in the state, the candidate must withdraw from the program.

Some schools/districts may require the candidate to obtain fingerprint clearance prior to participating in field experience or observations. In those instances, candidates must comply with the requirements of the district.

5. Two professional letters of recommendation completed in the past year.

6. 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.

8. Candidates must provide verification of content knowledge mastery in one of the following ways:

- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Transcript evaluation verifying appropriate number of semester credits as designated by the state certification office (Secondary only)-Utah and Nevada.
- Candidates enrolled through Online must successfully pass their state mandated content area exam (elementary content or secondary content area specific) OR, for those candidates living in states that do not have content area exams, they must complete the Arizona content exams.
- Candidates in New Mexico must provide documentation of minimum content area credits as defined by the New Mexico Department of Education AND must pass the content area exam.

BSED/E Progression Requirements

1. Students must complete all General Education and program progression requirements prior to completion of EDU/390.

2. BSEd/E candidates must meet the following program progression and proficiency requirements prior to completion of EDU/390. Evidence of these requirements must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.

3. BSEd students must complete and pass their state's basic skills exam or the PRAXIS I exam if there is no state-mandated exam, in addition to meeting the UOP math & English requirements. The basic skills PRAXIS exam must be completed and passed by EDU/390.

4. Achieve passing scores on the formal interview that occurs during Elementary Education Seminar (EDU/390).

5. Submission of a two-page typewritten statement detailing reasons for wanting to become a teacher, including any past experiences in teaching. This statement will be submitted to the faculty committee at the time of the formal interview, during EDU/390.

6. Verification of fingerprint clearance.

7. Some schools/districts may require the candidate to obtain fingerprint clearance prior to participating in field experience or observations. In those instances, candidates must comply with the requirements of the district.

 Two professional letters of recommendation completed in the past year are required during EDU/390.
If the campus receives written verification that a candidate has not met the fingerprint clearance requirements for their state and is not eligible to hold a teaching certificate in the state, the candidate must withdraw from the program.

8. 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.

9. Completion of the e-portfolio evaluation will be required as a pre-requisite to specific courses in the Preferred Sequence.

10. 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.

11. All students with documentation of 24 or more degree-applicable credits must complete GEN/300 as their first course at the University. Students who completed GEN/101 (or GEN/100) as part of the Introductory Course Sequence will waive GEN/300 without credit, but must substitute other upper division credit (must be business related for BSB Majors) to satisfy the upper division credit degree requirement.

12. Specific courses may have additional prerequisites that need to be satisfied prior to enrollment. The chart entitled, Preferred Sequence and Prerequisites, identifies additional course prerequisites.

13. 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 (elementary content)

Completion Requirements

The degree completion requirements for the MAED/TED and MAED/SPE programs are as follows:

1.The completion of a University required course of study. All but six (6) credits of the major course of study must be completed at the University to meet residency requirements.

2.A minimum program grade point average (GPA) of 3.0.

3.Satisfactory completion and uploading of the Teacher Work Sample.

4.Satisfactory completion of any required internship, student teaching, and/or practicum courses.

5.Students must take courses within a sequence specified by course prerequisite requirements.

6.In order to receive state endorsement upon completion of the degree program, 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.

7.Completion of Field Experience Observation Record (100 hours; 200 hours for Colorado).

8.Development and maintenance of electronic portfolio.

Institutional Recommendation

Upon completion of the MAED/TED-E, MAED/TED-S, MAED/ECH, or MAED/SPE program, candidates must complete a University of Phoenix graduation application. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their program. Once they have been cleared, they will receive their diploma and an official transcript. An Institutional Recommendation (request for teaching credential) CANNOT be completed until this process has been finished. This will ensure that candidate have met all of their obligations to the University before they are eligible for certification at the state.

Exception: California MAED/TED-E students must pass the RICA exam prior to being issued an Institutional Recommendation.

Note: Please refer to 318.2 (Online/Western Region Transfer Requirements). Students who complete more than 9 credits from one of the Online programs will be able to take the remainder of their program at a California campus, but will be eligible for an Arizona Institutional Recommendation, not a California IR.

Student Retention Process- This process applies to ALL College of Education programs.

Throughout the MAED program, faculty members monitor the candidate's progress. Candidates who receive one or more faculty referrals are advised, remediated, and/or counseled out of the program, as appropriate.

- The first faculty referral results in a formal warning letter and a mandatory interview with the candidate's Academic Counselor or other designee.

- Candidates who receive two or more faculty referrals are notified in writing by the Campus College Chair, or other designee, of the specific charges brought against him/her.

- The Campus College Chair will convene a meeting of the Student Retention Committee, and may conduct a formal hearing, if necessary.

- The Student Retention Committee may make one of the following recommendations:
  - Take no action
  - Institute a formal remediation plan
  - Withdrawal from the program

MAEd Scholastic Disqualification

Students must earn a grade of "B" (3.0) or better in the following courses in order to continue with or complete the program. Students who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course in order to continue in the program. The University of Phoenix will not provide an Institutional Recommendation to students that do not earn a "B" or better in their student teaching experience.

MAT/511
Elementary Student Teaching I

MAT/512
Secondary Student Teaching I

MAT/513
Elementary Student Teaching I

MAT/514
Secondary Student Teaching I

MAT/516
Elementary Student Teaching I

MAT/518
Secondary Student Teaching I

MAT 551
Elementary Student Teaching Seminar IV: Parent & Community Involvement

MAT 552
Secondary Student Teaching Seminar IV: Parent & Community Involvement

SP-TED 582
Special Education Student Teaching: Cross Categorical, Part I

SP-TED 583
Special Education Student Teaching: Cross Categorical, Part II

ELM 516
Elementary Student Teaching I: The Professional Educator

ELM 517
Elementary Student Teaching II

ELM 591
Elementary Student Teaching II

MTE 591
Student Teaching II

ELM 518
Elementary Student Teaching III

ELM 593
Elementary Student Teaching III

MTE 593
Elementary Student Teaching III

SEC 518
Secondary Student Teaching I: The Professional Educator

SEC 592
Secondary Student Teaching II

MTE 591
Student Teaching II

SEC 594
Secondary Student Teaching III

MTE 593
Elementary Student Teaching III

SPE 548
Special Education Student Teaching: Cross Categorical, Seminar I

SPE 582
Special Education Student Teaching: Cross Categorical, Seminar II

SPE 583
Special Education Student Teaching: Cross Categorical, Seminar III

ECH 516
Student Teaching Seminar I

ECH 546
Student Teaching Seminar II

ECH 556
Student Teaching Seminar III

Master of Science in Counseling

Students in the Master of Science in Counseling program must pass CNSL 502, Professional Counseling Assessment Portfolio I, to be eligible for admission. Students who are denied admission, due to the portfolio, can reapply in six months. Students can reapply for admission after one year if they fail CNSL 502 a second time. Passing Portfolio I is limited to three attempts.

Students must receive a grade of "Pass" in CNSL 556, Portfolio II, in order to continue in the Master of Science in Counseling program. A failing grade ("F") or an incomplete grade ("I") is not acceptable. Students who fail CNSL 556 may repeat the course after 6 months. If the student does not receive a grade of "Pass" on the second attempt, the student will be permanently withdrawn from the program.

Students are required to achieve a minimum grade of "B" (3.0) in clinical courses. Clinical courses include: CNSL 516, CNSL 526, CNSL 539, CNSL 547, CNSL 561, CNSL 581, CNSL 597A,B, CNSL 592, CMHC 581, CMHC 597A/B/C, MFCC 536, MFCC 551, MFCC 561, MFCC 566, MFCC 597 A/B/C.

Students who fail to receive a minimum grade of "B" in any one of these courses will be scholastically disqualified from the University (a "B-" or "I" are not acceptable). Re-admission is granted when the student fulfills requirements determined by the Campus College Chair or Dean and will include the student repeating the course to remove the scholastic disqualification. Students may repeat a clinical course only one time. If the student does not receive a "B" or better on the second attempt, the student will be permanently withdrawn from the program.

Students who have been placed on Scholastic Disqualification for failure to attain a minimum grade of "B" or better in a clinical course may not transfer to another University of Phoenix counseling program until they have fulfilled the requirements for reentry as determined by the Dean and the University administration.

Student Retention

Students in the Master of Science in Counseling program are constantly evaluated by faculty, staff, and peers for adequate professional and personal development. Any student not making satisfactory progress in these areas may be formally evaluated for remediation or expulsion by the Retention Committee.

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.

Grade Disputes

Students disputing a grade received may contact the Director of Academic Affairs or designee who will assist them in contacting the faculty member to discuss the grade dispute. The faculty member's decision is final. A grade dispute must be initiated within six (6) weeks of the grade posting date. Grade disputes are not appealable beyond the campus level.

General Student Grievances

The University has a responsibility to protect the rights of students and ensure compliance with its nondiscrimination policy by providing a process for those who desire to file a grievance against the University, including any claim of discrimination.

Students who are alleging discrimination, harassment, or a violation of University policy must present their grievance in writing to their Campus Director of Academic Affairs, Director of Operations, Director of Student Services, or designee, as appropriate, within six (6) weeks of the incident. Such grievances are to be heard by a Campus Committee comprised of the following: one campus administrator, who will serve as Chair; one faculty member; and one student representative. A campus decision based upon the Campus Committee's recommendation may be appealed to the Student Appeals Center (SAC) within ten (10) days of the date the student receives the decision from the campus.

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

Student Appeals Center (SAC)

Students may submit a written appeal of the decision of a Campus Committee, College Dean, or the Office of Admissions to SAC. It is incumbent upon the student to submit to SAC all relevant documents or statements of support with their appeal letter. Note: Grade disputes are not appealable to SAC.

Appeals should be mailed to:

Student Appeals Center

c/o Office of Dispute Management

4615 E. Elwood Street

Mail Stop AA--E103

Phoenix, AZ 85040

In all cases of student grievances, if the complaint cannot be resolved after exhausting the University's procedures, the student may file an external complaint.

State Boards

In Arizona, the student may contact the Arizona State Board for Private Postsecondary Education, 1400 W. Washington, Room 260, Phoenix, AZ 85007, telephone (602) 542-5709.

In Florida, the student may contact the Florida Commission for Independent Education, Florida Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400; telephone (850) 245-3200.

In California, the student may contact the California Bureau for Private Postsecondary and Vocational Education, 400 R Street, Suite# 5000, Sacramento, CA 95814-6200 telephone (916) 445-3427.

In Maryland, the student may contact Maryland Higher Education Commission, 16 Francis Street, Annapolis, MD 21401-1781, telephone (410) 260-4500.

In New Mexico, the student may contact the State of New Mexico Commission on Higher Education, 1068 Cerrillos Road, Santa Fe, NM 85701-4295, telephone (505) 827-7383.

In New Jersey, the student may contact New Jersey Higher Education Commission, 20 West State Street, 7th floor, Suite 305, P.O. Box 542, Trenton, NJ 08625-0542, telephone 609-292-4310.

In Ohio, the student may contact the State Board of Proprietary School Registration, 35 East Gay Street, Suite# 403, Columbus, OH 43215-3138, telephone (877) 275-4219.

In Oregon, the student may contact the Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, Oregon 97401.

In Tennessee, the student may contact the Tennessee Higher Education Commission, Nashville, TN 37243-0830, telephone (615)741-5293.

In Washington, the student may contact the Higher Education Coordinating Board/Degree Authorization, 917 Lakeridge Way SW, P.O. Box 43430, Olympia, WA 98504-3430, telephone (360) 753-7869.

You may obtain a copy of the University's accreditation and/or license documents, or information on how to contact any of the agencies that regulate the University, by contacting Academic Legal Services at (480) 557-1168.

Grading Procedures

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

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

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

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C–	= 1.66
A–	= 3.66	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D–	= .66
B–	= 2.66	F	= .00
C+	= 2.33	I	= .00
C	= 2.00		
I	= Incomplete		
W	= Withdrawal		
W/F	= Withdrawal failing		
IP	= In Process		
P	= Passing		
QC	= No grade awarded		

A = Clearly stands out as excellent performance. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

Example: "A" work should be of such a nature that it could be put on reserve for all students to review and emulate. The "A" student is, in fact, an example for others to follow.

B = Grasps subject matter at a level considered to be good to very good. Is an active listener and participant in class discussion. Speaks and writes well. Accomplishes more than the minimum requirements. Work in and out of class is of high quality.

Example: "B" work indicates a high quality of performance and is given in recognition for solid work; a "B" should be considered a high grade.

C = Demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements, and displays little or no initiative. Communicates orally and in writing at an acceptable level for a college student. Has a generally acceptable understanding of all basic concepts.

Example: "C" work represents average work for the students in a program or class. A student receiving a "C" has met course requirements, including deadlines.

D = Quality and quantity of work in and out of class is below average and barely acceptable.

Example: "D" work is passing by a slim margin.

F = Quality and quantity of work in and out of class is unacceptable.

Example: "F" work does not qualify the student to progress to a more advanced level of work.

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

P = PASSING: Students in specific non-credit bearing courses, or students in specified credit bearing courses may be awarded the grade of "P" (Passing). The grade of "P" denotes that students have satisfactorily completed the course. The grade is not calculated into the GPA.

Note: Good grades are usually correlated with regular attendance and with assignments (written, reading, design projects, computer programs, and all other kinds) completed and on time. On the other hand, poor grades are often correlated with frequent absences and incomplete and/or missing assignments.

W = WITHDRAWAL. Students who attend at least one night of a course, miss at least two class sessions and officially withdraw prior to completing the course will receive a "W", if the faculty member determines that the student was passing the course or cannot make a determination whether the student was passing or failing at the time of the withdrawal. The grade is not calculated in the GPA. [NOTE: In classes at the Online campus, a class "session" is defined as 12:00 a.m. (MST) Tuesday to 11:59 p.m. (MST) the following Monday. If a student posts a message to a class newsgroup on any two days during that week, the student is in attendance for that class session.]

W/F = WITHDRAWAL/FAILING. Students who attend at least one night of a course, miss at least two class sessions and officially withdraw prior to completing the course will receive a "W/F" if the faculty member determines that the student was failing the course at the time of the withdrawal. [NOTE: In classes at the Online campus, a class "session" is defined as 12:00 a.m. (MST) Tuesday to 11:59 p.m. (MST) the following Monday. If a student posts a message to a class newsgroup on any two days during that week, the student is in attendance for that class session.]

I = INCOMPLETE. Students who fail to complete all course requirements on a timely basis, due to unanticipated circumstances or events, may request and be awarded the grade of "I" (Incomplete) by the faculty member. Students receiving a grade of "I" in a course will have up to 5 weeks in which to finish the course assignments and submit course materials to the instructor. The faculty member determines the new course completion deadline date. Quality points of 0.00 are calculated into the GPA as long as a grade of "I" is pending course completion. The I grade and 0.00 quality points will be removed and replaced by the final grade quality points.

Any student who is awarded an "I" grade will automatically have their course grade reduced by one letter grade in fairness to students who completed their work in the allotted time.

If the student receiving a grade of "I" (Incomplete) has failed to complete all course requirements within the new incomplete deadline as determined by faculty member the grade of "I" will become an "F," and the student will be required to repeat the course at his or her own expense.

IP = IN PROGRESS. Students in specific programs may request and be awarded the grade of "IP" (In Progress). Students receiving a grade of "IP" in a course will have additional time to complete course requirements as designated by the Dean of the College. The grade is not calculated into the GPA as long as a grade of "IP" is pending course completion. The IP grade will be removed and replaced by the final grade quality points. If the student receiving a grade of "IP" (In Progress) has failed to complete all course requirements within the new deadline as determined by faculty member the grade of "IP" will become a "QC" or "F," grade as designated by the Dean of the College.

The student will be required to repeat the course at his or her own expense.

QC = No grade was issued. No credits awarded. In order for a student to move forward within a Title IV academic year, he or she must successfully complete the required credit hours within prescribed timelines. Courses completed with 0 credits and/or grades that are not calculated in the GPA will not qualify as successfully completed courses. Therefore, students receiving a QC as a final grade will be required to successfully complete additional courses to make up for credit deficiency(s) within their academic year. A Student Financial Aid academic year consists of a minimum of 24 credits and 30 weeks.

Grade Reports and Transcripts

At the end of each course, the faculty member submits and posts grades for each student. Grades are available to students who have paid all tuition and fees owed. No grades will be given to a student over the phone. Students can view their course information including grades, GPA, program information and scheduled courses online at https://ecampus.phoenix.edu or http://axiaecampus.phoenix.edu. The Registrar's Office cannot provide grade reports for students under any circumstances. Students who require grade verification must request an official transcript, may print a grade from the student website. University of Phoenix students may also request a grade verification letter through the website.

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

Directed study courses completed through the Online Directed Study are subject to additional policies. Contact the Online Directed Study for further information.

The faculty deadline for changing an Incomplete grade is seven days from receipt of the student's completed assignments. Students must allow approximately two weeks for the grade change to be processed.

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 have paid all tuition and fees owed to the University.

Transcript Request Forms are available at any University of Phoenix campus. Completed forms should be mailed to the Office of the Registrar, University of Phoenix, 4615 E. Elwood Street, Phoenix, Arizona 85040. The Family Education Rights and Privacy Act of 1974 requires that all transcript requests be submitted in writing and be signed by the student.

Telephone requests for transcripts may be processed in extenuating circumstances when paying by credit card and after student identification has been established.

Students may request official transcripts from the University World Wide Web site (https://ecampus.phoenix.edu) by selecting the Services menu and following the directions for requesting a transcript. Students may also order a transcript to be mailed to their home or obtain transcript information through our 1800 4 GRADES Voice Response System by utilizing their student identification number and PIN number.

There is a $7.00 fee for each transcript requested. The fee must accompany the request.

The University cannot release transcripts received from other institutions. Copies of these transcripts must be obtained from the original institution. All official transcripts submitted to the University of Phoenix become the property of the University and will not be returned to the student.

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

Program Changes

Students wishing to change their course of study may do so through consultation with their Academic Counselor. The student must sign a new enrollment agreement and meet the admission requirements of the new program.

Diploma Application and Degree Conferral

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

Degree Posting

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

Diplomas are ordered bearing the date the degree was posted for all students who have completed degree requirements and who have paid all tuition and fees. Diplomas are processed and mailed approximately two weeks after the degree has been conferred.

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

Graduation with Honors

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

Participation in Commencement Ceremony

Commencement ceremonies are held at each University campus. Students who have completed all but 9 credits required for their degree will be permitted to participate in the commencement ceremony.

Students must also be in good academic and financial standing to be eligible for commencement participation.

Graduation Deadlines

Students in an Associates of Arts degree program must satisfy all degree requirements within five (5) years from the start of the program. Students in undergraduate degree programs must satisfy all degree requirements within seven (7) years from the start of the program. Students in graduate degree programs must satisfy all degree requirements within five (5) years from the start of the program.

Students may petition the Campus Director of Academic Affairs for a one (1) year extension. All additional requests for extensions must be submitted to the Student Appeals Center. Students who fail to complete all degree requirements with their graduation deadlines will be required to complete additional degree requirements. Upon approval of the extension, students must pay an administrative fee.

Records Retention and Disposition

The maintenance, retention and disposition of documents relating to student educational records are governed by institutional policy.

A listing of documents and disposition schedules filed in the Registrar's Office includes:

1. The permanent academic records of students are retained indefinitely.

2. Applications for admission and/or re–admission, transcripts issued by other institutions, military service documents, undergraduate admission evaluations, national testing results, program changes and pertinent correspondence are retained for three years after the student's last date of attendance.

University policy prohibits reproduction of transcripts and similar documents issued by other educational institutions.

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.

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UNIVERSITY OF PHOENIX QUALITY IMPROVEMENT INITIATIVES

Institutional Quality Improvement System

University of Phoenix is committed to fostering a culture of continuous quality improvement across the entire institution, and therefore has established the Institutional Quality Improvement System. The purpose of the Institutional Quality Improvement System is to provide evidence that the institution is fully meeting its mission and purposes, by providing data to support mission-critical decision-making throughout the University. The assessment of student learning, combined with measurement and evaluation of other critical outcomes, provide the vehicles through which the University maintains a cycle of continuous quality improvement.

A recent evaluation of the Institutional Quality Improvement System resulted in the adoption an Academic Assessment Process which is comprised of four ongoing and iterative steps. The purpose of the Academic Assessment Process is to provide the framework for gathering evidence of student learning, and for using this information to make continuous improvements to academic programs.

Academic Assessment Process

1. Prepare annual assessment plan for academic programs.

2. Prepare annual assessment result reports for academic programs.

3. Implement improvements based on assessment results.

4. Monitor effectiveness of implemented improvements.

The Academic Assessment Process provides the means for governing and monitoring the educational experience of our students, and gathering evidence of student learning. The University's Academic Assessment Process includes an ongoing combination of cognitive measures, such as course embedded assignments, rubric scored assignments, and portfolios and affective measures, such as student end of course surveys and alumni surveys. The instruments and measures are designed to provide reliable evidence to the faculty and administration to support continuous improvement of academic programs.

Affective Measures

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.

Alumni Surveys

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, how effective the University's teaching/learning model was in helping them achieve their educational goals, and their employers' opinions of the programs' benefits.

Employer Surveys

Overall, 48 percent of entering students report that they expect to receive tuition reimbursement from their employers. Employers are surveyed to determine the benefits provided to their employees and to their organization by attending University of Phoenix.

Additional Support Programs

Registration Survey

During the registration process, students are asked to complete the Registration Survey so that the University can gather basic background information about each student. 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, what their employer's opinions are of University of Phoenix programs, and whether they are satisfied with the recruitment and registration processes.

Longitudinal Assessments

Numerous special studies are undertaken to explore trends and issues of potential significance to academic decision-makers. These studies may include enrollment by campus by academic program, persistence and graduation rates by admission status (first-time; lower-and upper-division transfers), gender and race/ethnicity, class size by rating of faculty and educational effectiveness, etc. Emphasis is placed on examining the nature and extent to which students' educational needs and expectations are being met during the enrollment process, throughout their course work, when they graduate, and in their continuing professional development as alumni.

Research Support

Special studies can be conducted on academic policy, program and organizational effectiveness, and marketing issues necessary to support institutional decision making. Research support may take several forms, including: a) assistance in reviewing and evaluating externally conducted research, b) assistance with project planning and management for internally based research projects, c) assistance with interpretation of secondary databases, d) analysis and reporting on information contained in various institutional databases, and e) information for campus needs (e.g., marketing based on geographical analysis, etc.)

INSTITUTIONAL RESEARCH AND EFFECTIVENESS

Mission Statement

The Office of Institutional Research & Effectiveness (IR&E), through its Effectiveness Sources Portal (E.S.P.) ESP System, provides access to substantive information and analysis tools that support-mission critical decision making throughout the University. Additionally, access to intelligence provided by IR&E is an essential component of University academic governance and operations.

IR&E executes reporting to key external agencies such as federal and state governments, accrediting agencies, professional associations, other higher education institutions, and publishers.

Adult Learning Outcomes Assessment Tasks

Professional and Educational Values Assessments (PEVA)

Students receive a pre- and post-professional and educational values assessment. This assessment focuses on the values students place on professional knowledge and skills. Commitment to teamwork and cooperation, self-confidence, preferred learning style, a sense of competence, educational goals, professional values, and career success factors are assessed. The comprehensive values assessment contains empirically validated, scaled, and ranked questions.

Communication Skills Inventory

Development of communication skills is a major curricular element in the University's education programs. Upon entrance into a program, the students self-assess their communication skills (i.e., written, oral and group). At graduation, the student again self-assesses and a faculty member assesses the student's communication skills. Comparison of student and faculty evaluations of the student's communication skills and abilities improvement is provided.

Academic Quality Management System (AQMS)

The Academic Quality Management System (AQMS) provides University of Phoenix feedback for continuous improvement of educational and operational processes. As it consists of a group of instruments and measures designed to monitor the day-to-day educational systems involving student, faculty, curricular, and administrative services. By performing interim program diagnoses, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from the AQMS is used formatively for assessing quality and compliance.

AQMS Composition
Academic Quality Management System (AQMS)

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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.

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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.

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ALUMNI NETWORK

The Alumni Network Foundation, a not–for–profit organization, provides services and benefits to University of Phoenix graduates, as well as current degree and certificate seeking students.

All graduates of University of Phoenix are automatically members of the Alumni Network Foundation. There are no dues nor ritual of acceptance to the National Organization. Consistent with the ethics of the University, all graduates are encouraged to maintain ties with the University through involvement with the Alumni Network Foundation.

The purposes and accomplishments of the Alumni Network Foundation reflect the University's commitment to the educational needs and career goals of its working adult students.

The Alumni Network Foundation has the following purposes:

- To foster the mission and purposes of University of Phoenix.
- To develop a spirit of loyalty to the University among alumni.
- To promote communication and good fellowship among the alumni, students, faculty, and administration of University of Phoenix.
- To provide the members of the organization mutual aid and support in the achievement of their professional goals.
- To perform a public relations role in the community.
- To provide scholarship assistance to students of University of Phoenix.
- To promote continuing education focused directly or indirectly to advance the cause of education, whether general, professional, paraprofessional, or technical.
- To perform tasks and raise funds to further the above purposes.

Scholarship Program

The Alumni Network Foundation maintains a scholarship program that may assist students in meeting their educational expenses while enrolled at University of Phoenix.

Scholarship Referral Service

The Scholarship Referral Service uses an automated student aid research system designed to assist students in college cost planning. Students provide demographic and educational information, and the program compiles a listing of scholarships for which students may be eligible.

Data forms for the Scholarship Referral Service are available from the Foundation or can be downloaded from the Alumni Web site. The listing includes instructions for students to contact the scholarship source for an application and additional information. There is a small fee for this service. The Alumni Network Foundation does not guarantee that scholarships will be granted to students.

Alumni Network Foundation Scholarships

The Alumni Network Foundation awards scholarships to University of Phoenix students. The Foundation and University officials work together to establish and maintain a variety of scholarships supported by donations from alumni, private, and public sources.

Career Services Opportunities

The Alumni Network Foundation offers services to assist alumni in their career endeavors.

Career Network is an on-line job posting board that provides employers the opportunity to publish career opportunities to University of Phoenix alumni. This is not a job placement service but alumni may elect to pursue a job opportunity listed.

This service has been developed in response to the numerous requests received from employers and alumni for career networking opportunities. Career Network provides employers with an online bulletin board to publicize job openings to University of Phoenix alumni. Once registered, employers can post jobs directly online. Alumni have the opportunity to view employers' job openings, company profiles and, if so desired, connect with potential employers. This is not a job placement service but a way for employers and potential employees to connect. If you have any questions please contact the Alumni Network Foundation National Office at 1-800-795-2586.

Additional Information

The Alumni Network Foundation is constantly evaluating new services and benefits for its alumni and students of University of Phoenix.

For further information about the Alumni Network Foundation or the programs offered, call 1–800–795–ALUM or visit us on the Internet at www.phoenixalumni.com.

Other Services
- Insurance Resources- Health, Car and Home
- Lifelong Learning
- Myphoenixstore.com
- Travel
- Rings
- Magazines

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UNDERGRADUATE PROGRAMS

GENERAL INFORMATION

Admission Procedures

Application Process

Prospective students applying for admission to the University's undergraduate degree programs begin the admission process by submitting a complete and accurate application along with the application fee. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal. Once the application and fee have 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 formal written notice is provided by the Corporate Office of Admissions.

The University will advise students regarding the documents required in order to begin a program of study. Students in all programs may attend their first three courses under Registered status. All students, however, must submit all admission documentation and gain Admitted and Matriculated status prior to the start of their fourth course. Under extenuating circumstances and with the approval of the campus Vice President/Director, students may receive permission to attend up to five courses under Registered Status.

Students are encouraged to have all admission documentation submitted prior to the end of the first course. Students who are not admitted and matriculated prior to enrollment in the fourth course must withdraw until such time as they are formally admitted and matriculated by the Corporate Office of Admissions, unless approval has been granted for continued enrollment by the campus Vice President/Director.

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

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

Transcript Requests of Other Institutions

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

The University's application fee covers the student's expense for requesting official transcripts from other institutions.

Official Transcript Time Limits

All official transcripts must show an issuing 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, as these documents may be difficult to obtain. This exception does not apply to Canada, Mexico or U.S. territories.

Foreign Transcripts

All academic records from countries other than the United States, Anguilla, Antigua, Australia, Bahamas, Bangladesh, Barbados, Barbuda, Belize, Bermuda, Brazil, British Virgin Islands, Canada, Cayman Islands, Dominica, Egypt, Germany, Grenada, Jamaica, Guyana, India, Japan, Mexico, Montserrat, New Zealand, Nigeria, Pakistan, Philippines, Saudi Arabia, Singapore, St. Christopher (St. Kitts) and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands, United Arab Emirates, United Kingdom (Scotland) and Venezuela must be evaluated by an evaluation service approved by the University of Phoenix. The evaluation services follow standards approved by the National Association of Foreign Student Administrators (NAFSA). A special application form and fee is required for the evaluation and applicants should contact a University of Phoenix campus for the appropriate application. If the academic records are in another language, a certified English translation is required. The University will accept translations from the issuing institution or an official translation service.

An applicant relying on education completed outside the United States, Anguilla, Antigua, Australia, Bahamas, Bangladesh, Barbados, Barbuda, Belize, Bermuda, Brazil, British Virgin Islands, Canada, Cayman Islands, Dominica, Egypt, Germany, Grenada, Jamaica, Guyana, India, Japan, Mexico, Montserrat, New Zealand, Nigeria, Pakistan, Philippines, Saudi Arabia, Singapore, St. Christopher (St. Kitts) and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands, United Arab Emirates, United Kingdom (Scotland) and Venezuela for admission will not be eligible to attend classes prior to the University receiving a favorable evaluation from an approved credentials evaluation service or evaluation performed by the Corporate Office of Admissions and fulfilling all other admission requirements. Official documentation of the applicant's foreign education and the official evaluation report must be submitted with the admission file.

Non–Native Speakers of English

An applicant whose native language is not English will not be eligible to attend classes under Registered status. Official documentation of the Test of English as a Foreign Language (TOEFL) Test of English for International Communication (TOEIC), International English Language Testing System (IELTS), Berlitz Online English Proficiency Exam, or the University Online English Proficiency Test (OEPT) must be submitted with the admission file and admission granted before the applicant may begin the program.

Admission Appeal Process

Any applicant who has been denied admission to the University has the right to appeal the decision to the Student Appeals Center. All appeals, including any evidence to be considered, must be submitted in writing to the Student Appeals Center. The written appeal may consist of a letter of explanation for academic deficiencies, lack of experience, and any other factors which might be of benefit when the Student Appeals Center conducts its review.

It is incumbent upon the applicant to submit all relevant documents and statements of support attached to the appeal letter to the Student Appeals Center. The Student Appeals Center will carefully review all materials submitted, and notify the applicant in writing of its decision within ten working days.

Admission Requirements

The requirements for admission to the bachelor degree programs are as follows:

1. A completed and signed University of Phoenix undergraduate application and application fee.

2. High school graduation or G.E.D. certificate or CHSPE (California High School Proficiency Examination) certificate. Effective with applications accepted 6/1/05, applicants attending a campus located in one of the following states or province must submit a copy of their high school diploma, high school transcript with graduation posting, G.E.D certificate, G.E.D. transcript with successful completion posting, or CHSPE examination results, or a letter on letterhead from the High School records office confirming the date of graduation.

• South Carolina

3. Applicants who have graduated from high school less than two years from application to the University may be Provisionally Admitted (PV) if all other requirements have been met. Students admitted provisionally must earn a 2.0 cumulative grade point average by the end of their fourth completed course or they will be academically disqualified.

4. Official test scores and official transcripts from all colleges or universities attended.

5. Applicants entering the University with fewer than 24 transferable credits must be currently employed, or have the equivalent of one year of full-time work experience and current access to a work environment. Applicants entering the University with more than 24 transferable credits must be currently employed, or have current access to a work environment.

6. Non-native speakers of English must score 213 or higher on the computer-based or a 79 or higher on the internet-based Test of English as a Foreign Language (TOEFL), or 750 on the Test of English for International Communication (TOEIC), or a 6.5 on the International English Language Testing System (IELTS), or 107 on the University Online English Proficiency Test (OEPT), or 550 on the Berlitz Online English Proficiency Exam. The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/OEPT/IELTS:

• Successful completion of 30 transferable academic semester credits at a regionally or nationally accredited college or university in the United States.
• Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
• U.S. high school diploma or GED administered in English.
• Equivalent of a U.S. high school diploma from a country in which English is the official language.
• Official documents are required.

7. A signed Enrollment Agreement.

8. 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 along with approved Notice of Action issued by Citizen Immigration Services and verified through CIS Form G-845

- have been granted asylum along with the approved Notice of Action issued by Citizen Immigration Services

9. 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

University College Sequence

Students entering the University bachelor degree programs with fewer than 24 transferable semester credits from regionally accredited, or approved nationally accredited, or candidate for accreditation colleges and universities must enroll in the first cluster of the University College Sequence:

GEN 101
   Skills for Lifelong Learning 3 credits
COMM 105
   Introduction to Effective Written Communication 3 credits
SOC 110
   Teamwork, Collaboration, and Conflict Resolution
   3 credits
COMM 110
   Introduction to Oral Communications 3 credits
(Online campus and FlexNet students <u>only</u> will be able to use COMM/102)
RES 110
   Introduction to Research and Information Utilization
   3 credits
GEN 101 must be taken as the first course in the student's program of study. The remaining four courses must be taken within 12 months of enrollment.

Academic Progression

Students entering University bachelor degree programs with fewer than 24 college credits must complete a prescribed sequence of introductory courses to enroll in the University College Sequence. To enroll in the required course of study students must have a minimum of 24 credits. Students who have 24 credits may take any of the Business Entry courses. 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.

All bachelor degree seeking students must satisfy math and English prerequisites prior to enrolling in their seventh course, or any course that requires math or english prerequisites.

Math and English Prerequisites

In line with mission of the University's General Education program to ensure that bachelor degree seeking students have reached baseline levels in basic skills before entering into the professional programs, students must satisfy prerequisites in the areas of written communication and mathematical reasoning.

All bachelor degree seeking students must satisfy math and english prerequisites prior to enrolling in any course that requires math or english prerequisites. Undergraduate Education students must satisfy proficiencies prior to enrolling in their third course. Nursing students enrolled in the LPN/BSN program must satisfy proficiencies prior to enrolling in NUR 300.

1. Written Communication
   a. Earn a passing grade in COMM 215
   b. Achieve a passing score on the College Composition CLEP exam.
   c. A grade of "C-" or better in a comparable course from a regionally or approved nationally, accredited institution.

2. Mathematical Reasoning
   a. Earn a passing grade in MTH 209
   b. Achieve a passing score on Mathematics (or higher) CLEP exam.
   c. A grade of "C-" or better in a comparable course from a regionally or approved nationally, accredited institution.

Residency Requirements

All bachelor degree seeking students are expected to meet the University's minimum residency requirement of 30 semester credits of the required course of study.

Students who select Psychology, Administration, Management, Marketing, Communication or Finance, major may waive up to 24 credits from the required course of study, which consists of 54 upper division credits. Students may not waive MGT 350, PSY 490, GEN 480 or GEN 300.

All students are expected to meet the University's minimum residency requirement of 30 semester credits of the required course of study. Students may not waive MGT 350, GEN 480, BUS 475, or GEN 300. Additionally, Bachelor of Science in Business students may not waive GBM/484, ISCOM/476, ACC/497, BCOM/457, FIN/404, MKT/498, OI/466, BPA/406 or HM/475; Bachelor of Science in Communication students may not waive COM/480; Bachelor of Science in Management students may not waive PSY/430 or RES/320; Bachelor of Science in Criminal Justice Administration may not waive CJA/483; Bachelor of Science in Human Services students may not waive BSHS/301, BSHS/341, BSHS/411, or BSHS/491; Bachelor of Science in Human Services/Management students may not waive BSHS/302; Bachelor of Science in Organizational Security and Management students may not waive SEC/480; Bachelor of Science in Health Administration students may not waive HCS/449; Bachelor of Science in Education students may not waive EDU/300, EDU/310, EDU/310E, EDU/320, EDU/320E, EDU/390, EDU/390E, EED/415, EED/415E, EED/490, EED/490E, EED/495, EED/495E, RDG/410, RDG/410E, SPE/300, SPE/300E additionally students enrolled in the Arizona version may SEI/300. Students who are interested in taking the Certified Public Accounting Examination are advised to contact their respective State Board of Accountancy for details about eligibility.

Prospective accounting majors who have a desire to become a Certified Public Accountant (CPA) should be fully informed of the state board requirements for entry into the profession. State Boards of Accountancy require specific hours of college credit from an accredited educational institution. In addition to required work experience, many states require 150 credits to sit for the CPA exam and students are encouraged to frequently review their state specific requirements in order to actively plan their educational course of study. It is highly recommended that students acquire any additional hours beyond their undergraduate degree by attending graduate school.

Bachelor of Science in Nursing students are expected to meet the University's minimum residency requirement and may waive a maximum of 12 credits. Students may not waive NUR/391 or NUR/492. Students enrolled in the LPN/BSN program may waive a maximum of 15 credits and may not waive GEN/300, NUR/300, NUR/345, NUR/499 or GEN/480.

Waivers

The University defines a waiver as the substitution of a required course with a comparable transcripted upper division course, subject to the conditions outlined below:

1. Courses are completed within the past 10 years with a grade of "C" (2.0) or better at a regionally, or approved nationally, or accredited or candidate for accreditation college or university. Courses used to waive any Technology courses in any program must have been completed in the past 5 years. Course used to waive Education courses or LPN/BSN courses must have been completed in the past 3 years.

2. Courses are comparable in content and credits to the University course under consideration.

3. Courses are officially transcripted by the college or university where the credit was earned.

Students may not exceed the waiver limits of their required course of study.

Students requesting course waivers must make formal written requests to the Office of Admissions, utilizing the Request for Course Waiver Form citing the courses they request to be waived, the courses to be transferred into the required course of study, and the universities where the courses were completed.

An official catalog course description must accompany the request. The official transcript from the institution where the course was completed must also be submitted, unless it has previously been submitted to the University as part of the application process.

Degree Requirements

The bachelor degree requirements are the following:

1. Completion of a minimum of 120 credits (124 for Kansas students) that include the following:

a. Completion of the minimum number of upper division credits that make up the required course of study.

b. Students must complete the following Comprehensive General Education Program, which includes 54 credits distributed among Liberal Arts and Interdisciplinary components.

Liberal Arts Components

The liberal arts component of the General Education Program is comprised of 33 credits distributed among traditional liberal arts categories. 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, 6 credits

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

Mathematics, 6 credits

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, 6 credits

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.

Humanities, 6 credits

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.

Science/Technology, 6 credits

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 an physiology, geology, and environmental science typically satisfy requirements in this area. All students must complete a minimum of three credits in the physical/biological sciences as part of the six credit Science/Technology requirement. Certain courses in geography or aerospace studies which emphasize the earth's physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses which focus on human physiological processes.

Technology refers to the application of scientific knowledge in making and using tools to enhance materials culture. Course work in the area of technology which satisfies general education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software engineering. Courses which focus primarily on the social and environmental conflicts which arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

Additional Liberal Arts, varies 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.

Professional Development Component

Professional Development, 3 credits

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

Interdisciplinary Component

Interdisciplinary, varies by program

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

Integrating Component

Integrating, 3 credits

GEN 480, The Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study in some programs.

In addition to the 54 credits in this prescribed General Education program, each major course of study at the University of Phoenix's includes courses that integrate general education principles. The University of Phoenix's educational philosophy is based on the integration of theory and practice. Within that philosophical framework, a number of the courses required for the professional programs have a strong general education component.

BSB:

CIS 319
Computers and Information Processing 3 credits
RES 341*
Research and Evaluation I 3 credits
RES 342*
Research and Evaluation II 3 credits
*Accounting majors do not complete RES 341 and RES 342

Completion of elective credits to fulfill the minimum number of credits required for graduation (*see Degree Completion Options).*

1. A minimum cumulative grade point average (GPA) of 2.0.

2. Payment of all tuition and fees.

3. Signed graduation application.

Degree Completion Options

Bachelor degree seeking students who have successfully completed the required course of study and need additional academic work in order to fulfill the minimum number of credits required for graduation may choose the following options:

1. Complete additional upper or lower division elective courses offered by the University of Phoenix;

2. Complete approved CLEP, Excelsior, or DANTES examinations;

3. Participate in the Prior Learning Assessment process as described in this catalog; or

4. Complete approved courses at other regionally or nationally accredited associate degree granting candidates for accreditation college or university.

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

General Education

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

1. To refine students' abilities to apply problem–solving skills in many settings and contexts.

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

3. To develop students' appreciation for and commitment to lifelong learning.

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

Undergraduate general education requirements emphasize the mastery of competencies within the respective frameworks of mathematics and physical sciences, life sciences, technology, communication arts, social sciences, and humanities. Students are required to demonstrate proficiency in written and oral communications, in the handling and use of quantitative information, and the application of analytic and synthetic–creative thinking skills. This background provides students with the perspectives needed for meaningful self–examination of personal and social values, as well as enhanced ability to understand and cope with social, technological, and cultural change.

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

Prior Learning Assessment Center Services

At the University of Phoenix, the ability to petition for an assessment of college–level learning is one of several degree completion options available to undergraduate students. The recognition of prior learning is a concept based on accepted principles of adult learning and serves to validate the professional competence and learning experience achieved by men and women outside of a traditional college classroom.

The standards and criteria established by the University of Phoenix for assessing prior college-level learning were developed in conformance with guidelines set forth by the Council for Adult and Experiential Learning (CAEL). The CAEL guidelines and the recognition of college-level non-collegiate learning achieved in non-traditional settings, is recognized by more than 1,200 colleges and universities throughout the United States. The recognition of college-level learning gained through experience is approved by the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers, and the Council on Higher Education Administration.

There are fees associated with Portfolio submission and assessment of non-traditional learning. Current and applicable fees are located at: http://www.phoenix.edu/admissions/plac/assessed_credit_fee_schedule.

Since its founding, the University's assessment process has been a model for other colleges and universities that have added prior learning assessment to their programs.

Prior Learning Credit

A maximum of 30 Prior Learning credits may be earned as a result of professional training (workshops, seminars, licenses, business and professional courses, and other institutionally–sponsored course work).

The University may award up to 30 undergraduate semester credits for verified college–level learning gained through experience, and submitted in the form of experiential course writing referred to as Experiential Learning Essay. No student may earn more than 60 credits from any combination of experiential learning, national testing, credit by exam, American Council on Education (ACE), military and professional course work and training.

Some states my have restrictive regulations about the application of Prior Learning Assessed credits. Current regulatory requirement and policies may be viewed at: http://www.phoenix.edu/admissions/plac/regulations_and_standards.

Faculty Assessment Evaluations

Portfolio evaluations are performed in accordance with the policies of the University, individual state regulatory requirements, the standards of the Council for Adult and Experiential Learning, and the Council for Higher Education Association.

The University maintains a centralized Prior Learning Assessment Center, located in Phoenix, Arizona, to direct the processes, evaluations, and controls for the assessment of prior learning for credit.

Prior Learning Assessment Submission and Posting & Fees

Charges arising out of services and the posting of credit awarded for prior learning are separate and apart from tuition and curriculum fees.

When materials are complete, they are sent to the Prior Learning Assessment Center 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/plac/assessed_credit_fee_schedule.

Transcription of Prior Learning Assessment Center Credits

Credits awarded are posted to student transcripts by the Prior Learning Assessment Center. Since these credits are a permanent part of a student's academic record, fees are non–refundable.

Privacy of Portfolio

The University considers all Prior Experiential Learning course writing and Professional Training Portfolios to be confidential. For this reason, access to portfolio submissions is limited to members of the University's assessment and administrative staff, faculty evaluators, and members of accreditation evaluating teams. However, students may sign a release form which allows the University to use portions of the portfolio material in professional training workshops for counselors and faculty members, and as classroom examples.

Standardized Credit Recommendations

Credits awarded through the assessment process are applicable to University of Phoenix degrees, and may be transferable subject to the receiving institution's discretion.

Credit awards are applied to Associate or Bachelor elective or general education areas within degree programs. Student degree program matriculation is required (all other transfer credit applied in the program) prior to portfolio submission.

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GRADUATE PROGRAMS

GENERAL INFORMATION

Admission Procedures

Application Process

Working adults seeking admission to the University's graduate programs in business, management, information systems, nursing, counseling, or education begin the admission process by submitting a complete and accurate application along with an application fee. Applicants are then responsible for ensuring the completion of their admission files. No applicant will be accepted for formal admission until the admission file is complete. An application which is later verified to contain incomplete, false, or misleading information may be grounds for dismissal.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first three courses under Registered status. Students, however, must submit all admission documentation and gain Admitted and Matriculated status prior to the start of their fourth course. In extenuating circumstances, students may receive permission from the campus Vice President/Director for enrollment in up to five courses prior to Admitted and Matriculated status being granted. Students failing to submit all documentation prior to the end of the required time frame will be withdrawn until formally admitted and matriculated by the Corporate Office of Admissions. The University cannot guarantee that a student who begins course work under Registered status will be admitted and matriculated to the degree program.

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

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application and application fee. University staff will process all requests for required transcripts on behalf of the student. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. The student must sign a "Transcript Request Form" for each transcript being requested from educational institutions. The University's application fee covers the student's expense for requesting official transcripts.

Foreign Transcripts

All academic records from countries other than the United States, Canada, Mexico, Anguilla, Antigua, Australia, Bahamas, Bangladesh, Barbados, Barbuda, Belize, Bermuda, Brazil, British Virgin Islands, Cayman Islands, Dominica, Egypt, Germany, Grenada, Jamaica, Guyana, India, Japan, Montserrat, New Zealand, Nigeria, Pakistan, Philippines, Saudi Arabia, Singapore, St. Christopher (St. Kitts) and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands, United Arab Emirates, United Kingdom (Scotland) and Venezuela must be evaluated by an evaluation service approved by the University of Phoenix. The evaluation services follow standards approved by the National Council on the Evaluation of Foreign Credentials. A special application form and fee is required for the evaluation. Applicants with non–U.S. education should contact a University of Phoenix campus for the appropriate application. If the academic records are in another language, a certified English translation is required. The University will accept translations from the issuing institution or an official translation service.

An applicant relying on education completed outside the United States, Canada, Anguilla, Antigua, Australia, Bahamas, Bangladesh, Barbados, Barbuda, Belize, Bermuda, Brazil, British Virgin Islands, Cayman Islands, Dominica, Egypt, Germany, Grenada, Jamaica, Guyana, India, Japan, Mexico, Montserrat, New Zealand, Nigeria, Pakistan, Philippines, Saudi Arabia, Singapore, St. Christopher (St. Kitts) and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands, United Arab Emirates, United Kingdom (Scotland) and Venezuela for admission will not be eligible to attend classes prior to the University receiving a favorable evaluation from the approved credentials evaluation services or a pre-evaluation performed by the Corporate Office of Admissions and fulfilling all other admission requirements. Official documentation of the applicant's foreign education and the official evaluation report or pre-evaluation performed by the Corporate Office of Admissions must be submitted with the admission file.

Non–Native Speakers of English

Non-native speakers of English must score 213 or higher on the computer-based or a 79 or higher on the internet-based Test of English as a Foreign Language (TOEFL), or 750 on the Test of English for International Communication (TOEIC), or a 6.5 on the International English Language Testing System (IELTS), or 107 on the University Online English Proficiency Test (OEPT), or 550 on the Berlitz Online English Proficiency Exam. The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/OEPT/IELTS:

- Successful completion of 30 transferable academic semester credits at a regionally or nationally accredited college or university in the United States.
- Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
- U.S. high school diploma or GED administered in English.
- Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Official documents are required.

Admission Appeal Process

Any applicant who has been denied admission to the University has the right to appeal the decision to the Student Appeals Center. All appeals, including any evidence to be considered, must be submitted in writing to the Student Appeals Center. The written appeal may consist of a letter of explanation for academic deficiencies and lack of experience, and any other factors which might be of benefit when the Student Appeals Center conducts its review. The Student Appeals Center will carefully review all materials submitted and notify the applicant of its decision within ten working days.

FINANCIAL AID

The University of Phoenix participates in Federal Student Aid Programs, to include Federal Stafford Loans, Federal Perkins Loans, Federal Pell Grant, Academic Competitiveness Grant, National SMART Grant, Federal Supplemental Educational Opportunity Grant, and the Federal PLUS Loan programs.

Application Process

You may apply for student financial aid after submitting an application for admission to your campus and registering for courses in a degree program. The following forms are required to begin the application process:

- University of Phoenix Financial Aid Application

- Free Application for Federal Student Aid (FAFSA)

- Federal Stafford Loan Master Promissory Note (for individuals interested in the Stafford program)

- Entrance Interview Form

- University of Phoenix Student Finance Agreement

We highly recommend using our online financial aid application process at https://faw.phoenix.edu or http://axiafaw.phoenix.edu for Axia College of University of Phoenix students. This access will allow you to complete and electronically sign required student financial aid documents, to include the Free Application for Federal Student Aid (FAFSA).

Students qualifying for financial aid may receive a new award each academic year, which is defined as the period of time in which you successfully complete a minimum of 24 credit hours and 30 weeks of instructional time. Therefore, you may have your eligibility assessed for grants and/or loans several times during your program of study. You should reapply for student financial aid prior to the start of each new academic year.

The average processing time for financial aid is 90 days.

Federal Pell Grants

A Federal Pell Grant is awarded based on each student's financial need. Need is primarily based on Adjusted Gross Income (AGI) and family size, but other factors such as assets and the number of family members in college are also taken into account. The exact eligibility amount is calculated when the University receives and processes an Institutional Student Information Report (ISIR) from the U.S. Department of Education. Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree. The maximum Pell Grant for the 2006-2007 award year is $4,050.

Federal Supplemental Education Opportunity Grant

FSEOG is awarded to undergraduates with exceptional financial need, with priority given to Federal Pell Grants recipients with the lowest Expected Family Contributions (EFC). Students will be awarded FSEOG based on the availability of funds at the University. The University can not guarantee that every eligible student will receive an FSEOG award.

Academic Competitiveness Grant (ACG)

The ACG is available for the first time for the 2006-07 school year for first year students who graduated from high school after January 1, 2006 and for second year students who graduated from high school after January 1, 2005.

An Academic Competitiveness Grant will provide up to $750 for the first year of undergraduate study and up to $1,300 for the second year of undergraduate study to students who are U.S. citizens, eligible for a Federal Pell Grant, and who had successfully completed a rigorous high school program, as determined by the state or local education agency and recognized by the Secretary of Education. Second year students must also have maintained a cumulative grade point average (GPA) of at least 3.0.

For the 2006-07 award year, the U.S. Department of Education will notify each federal student aid applicant who is potentially eligible for an ACG based on information the applicant provides on his or her 2006-07 Free Application for Federal Student Aid (FAFSA). Further information and final eligibility status will be forwarded to you from the University of Phoenix.

National Science and Mathematics Access to Retain Talent Grant or National SMART Grant

A National SMART Grant will provide up to $4,000 for each of the third and fourth years of undergraduate study to students who are U.S. citizens, eligible for a Federal Pell Grant, and majoring in physical, life, or computer sciences, mathematics, technology or engineering or in a foreign language determined critical to national security. The U.S. Department of Education will publish a list of eligible majors using the Classification of Instruction Program codes developed by the National Center for Education Statistics. The student must also have maintained a cumulative GPA of at least 3.0 in coursework required for the major. Further information and final eligibility status will be forwarded to you from the University of Phoenix.

Federal Perkins Loan

The Federal Perkins Loan is a deferred payment, deferred interest loan administered by the University, which is awarded to undergraduate and graduate students with exceptional financial need. Students will be awarded based on the availability of funds at the University. The University can not guarantee that every eligible student will receive a Perkins Loan award. This loan is made with government funds, with a share contributed by the school.

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

A Perkins Loan borrower is not charged any fees. However after you start to repay, if you skip a payment, make a payment late, or make less than a full payments, you might have to pay a late charge. If you continue not to make payments as required, you will have to pay collection cost.

Under certain conditions, you can receive a "deferment" or "forbearance" on your loan, as long as the loan isn't in default. Further information is presented during the required Perkins Loan Entrance and Exit Interview process.

Federal Stafford Student Loans

Federal Stafford Loans are received from private lenders such as banks, credit unions, or other lenders that participate in the FFEL Program. The loans you receive will be subsidized and/ or unsubsidized.

A *subsidized loan* is awarded on the basis of financial need. You won't be charged any interest before you begin repayment or during deferment periods. The federal government subsidizes the interest during these periods.

An *unsubsidized loan* is not awarded on the basis of need. You'll be charged interest from the time the loan is disbursed until it's paid in full. If you allow the interest to accrue while you're in school or during other periods of nonpayment, it will be added to the principal amount of your loan and additional interest will be based on that higher amount. You can choose to pay the interest as it accumulates.

The amounts you can borrow will depend on your grade level at the University and your dependency status. The following table indicates Stafford Loan funding limits based on your status of dependent undergraduate, independent undergraduate, or a graduate student. A student whose parent cannot obtain a PLUS loan is allowed to borrow additional unsubsidized Stafford amounts. Your dependency status will be determined based on your answers to questions on the FAFSA.

A new Stafford Loan disbursed on or after July 1, 2006 carries a fixed interest rate of 6.80%

Stafford Loans are charged origination fees, which are taken out of the loan proceeds by the lender. For loans disbursed on or after July 1, 2006, and before July 1, 2007, the maximum origination fee that a lender may charge a borrower will be 2 percent. This fee drops to 1.5 percent on July 1, 2007, 1.0 percent on July 1, 2008 and 0.5 percent on July 1, 2009. The fee will be eliminated as of July 1, 2010.

Effective for loans guaranteed on or after July 1, 2006, the optional 1 percent insurance premium fee that guaranty agencies could charge has been eliminated and replaced with a Federal default fee equal to 1 percent of the principal amount of the loan. The default fee will be deducted and collected from the proceeds of the loan.

For more information on loan terms, refer to the "Borrower's Rights and Responsibilities" section of the Federal Stafford Loan Master Promissory Note (MPN).

The University of Phoenix has a list of preferred lenders that meet or exceed minimum operational standards as well as offering generous borrower benefits. However, we will process loan applications through any lender who participates in the Title IV Federal Loan programs.

A list of the University's preferred lenders is located at http:// phoenix.edu/financial_info/financial_aid_information/ federal_financial_aid/

After you have completed and forwarded the Master Promissory Note to your lender, an award letter will be sent from the University and a disclosure statement from the lender that will inform you of the types and amount of student loans awarded for the loan period. The guarantee agency will mail you a disclosure statement and notify you of anticipated disbursement dates. When the funds are received, the University will verify that you have maintained eligibility and are currently registered for classes. Any changes and/or breaks in attendance or failure to start classes as scheduled, may prevent your aid from being disbursed.

Loans are processed for an academic year, which is a minimum of 24 credits and 30 weeks of instructional time. You can re-apply for subsequent loans after successfully completing these requirements. The University will disburse your loan in at least two installments, with the first half disbursed at the beginning of the loan period and the second half disbursed at the midpoint of the loan period. In order to meet eligibility standards for second and subsequent loan disbursements you must successfully complete the previous credits and meet the calendar and instructional week mid point of your loan period.

The University of Phoenix will provide entrance counseling to first-time Stafford borrowers before the first disbursement of a loan will be made, and exit counseling before leaving the University. If you withdraw prior to completing the exit interview process, you may have the opportunity to complete on-line exit counseling or materials will be mailed to your last known address and should be completed and returned to the address provided.

Federal PLUS Loans

If you are a dependent undergraduate student, your parents may borrow a PLUS loan to assist with your educational expenses. The application process includes completion and submission of a PLUS Loan application by your parents. The application process is completed through a participating lender of your parent's choice. This loan is based on "credit worthiness" as determined by the lender. The yearly limit is equal to your cost of attendance minus any other financial aid you receive. The interest rate may change each year of repayment but does not exceed 9 percent. For July 1, 2004 to June 30, 2005 the interest rate for PLUS Loans in repayment was 4.17 percent. Interest rates are adjusted each year on July 1.   Interest is charged on the loan from the date the first disbursement is made until the loan is paid in full. Repayment begins within 60 days from the date the loan is fully disbursed by the lender. Under certain circumstances, your parents can receive a deferment or forbearance on their loan, as long as it isn't in default. Generally, the same deferment or forbearance provisions that apply to Stafford Loans also apply to PLUS Loans.

Graduate students are now eligible to borrow under the PLUS Loan Program up to the cost of attendance minus other estimated financial assistance from the FFEL program. The terms and conditions applicable to the Parent PLUS Loan also apply to Graduate PLUS loans. Applicants are required to complete the FAFSA and have applied for their annual loan maximum eligibility under the FFEL Program before applying for a Graduate PLUS loan.

Private Student Loans

Private student loans are available to students who are not eligible for federal loans or who need assistance beyond their financial aid eligibility. These loans are made privately through banks and other financial institutions and are subject to a credit check and individual lender terms. Private loans should only be considered after applying for federal student aid. Contact your campus Financial Aid Office for additional information.

Prior Loan Deferments

If you are registered and attending classes at the University, you may have federal student loans from previous colleges deferred. Deferment forms should be obtained from the lender if the loan is from another school. Return all deferment forms to your Campus Finance Advisor, who will forward the forms to the Office of University Student Services in Phoenix, Arizona for processing and forwarding to the holder of your loan. The loan holder will make the final determination of granting your deferment request.

Students receiving federal education loans may also obtain deferments while serving in the Peace Corps; under the Domestic Volunteer Service Act; and as a volunteer for a tax- exempt organization of demonstrated effectiveness in the field on community service. Borrowers must formally request a deferment through the procedures established by the holder of their loan(s). Detailed information regarding all available deferments may be reviewed at www.studentaid.ed.gov

Satisfactory Academic Progress Policy for Title IV Recipients

Students receiving Title IV financial aid funds must maintain the minimum grade point average for their degree program. Students must also make satisfactory progress towards completing their degree program within the maximum time frame allowed according to federal regulations. The maximum time frame allowed is based on the required number of credits for graduation from the degree program, less any transfer or assessed credits, times 150%.

The maximum time frame will be evaluated for all periods of attendance at the University, including periods during which the student did not receive aid. Students who transfer between programs, majors, or drop and re-enter will have their maximum time frame evaluated based on the courses that apply to the new program and/or major.

Progress will be measured after each 24 attempted credit increment. Students must successfully complete a minimum of 16 credits during each increment to make satisfactory academic progress. Increments for academic programs that are less than 48 credits in length will be the lesser of the academic year (24 credits), or one-half the program's published length. The number of credits required for completion of each increment will be based on the length of the program. The completion percentage required for the increment will be a least 2/3.

Each course of the student's program that the student attends counts as an attempted credit. Only courses completed with a passing grade count as completed. For repeated courses, only the successfully completed course for which the student receives credit towards their degree counts as a completed credit. However, each repeated course counts as an attempted credit.

Students who are not making satisfactory progress will be placed on Financial Aid Probation and will have two probationary increments to make up the credits or they will be placed on Financial Aid Disqualification at which time all Title IV funding will cease. During these probationary periods, the student must maintain the minimum 16/24 completion schedule and make up the prior increment(s) credit deficiency. Students will be disqualified for federal financial aid if they do not maintain the 16-credit completion minimum during the probationary periods, or do not make up the credit deficiency, or are more than 8 credits deficient after the first probationary increment. Students who are disqualified may appeal to the Student Appeals Center to have special circumstances reviewed for the potential of regaining satisfactory progress status. Students whose appeal is denied will not be able to receive any further financial aid.

Financial Aid Appeals

To appeal a student financial aid decision, you should submit an appeal letter and supporting documentation to:

Student Appeals Center
c/o Office of Dispute Management
4615 East Elwood St., Mail Stop AA-E103
Phoenix, AZ 85040

No financial aid appeal will be considered unless it has first been reviewed by the Campus Director of Finance or designee. Financial aid appeals will generally be investigated by the Office of Dispute Management (ODM) in conjunction with campus staff. If an informal resolution cannot be achieved based on ODM's findings, an appeal may be submitted by the student to the Financial Grievance Committee (FGC). The decision of FGC is final. Appeals to FGC should be mailed to:

Financial Grievance Committee
c/o Office of Dispute Management
4615 East Elwood Street, Mail Stop AA-E103
Phoenix, Arizona 85040

Appeals of financial aid probation or disqualification for failure to maintain satisfactory academic progress must first be submitted to the Student Appeals Center.

Statement of Educational Purpose

Financial Aid is to be used solely for the students educational expenses related to their attendance at the University of Phoenix.

Referrals to the Office of Inspector General

The University of Phoenix is required by law to make referrals to the Office of Inspector General of any cases of suspected fraud and abuse involving the Title IV programs.

FINANCIAL POLICIES AND PROCEDURES

Payment Policies

Tuition for each course must be paid according to the terms and conditions outlined for the Primary Financial Option selected on the Student Financial Agreement form. Students who are not in compliance with their Primary Financial option term will not be allowed to attend courses. See the "Financial Options Guide" for further information related to Financial options and related payment terms. A student may be administratively withdrawn for failure to make payment in a timely manner, preventing the student from attending future class sessions, until the amount owed is paid in full or satisfactory payment arrangements are made.

All applicable fees are due and payable as incurred. rEsource or aXcess fees and materials for each course must be paid at the time they are ordered or in accordance with your stated payment option. Students are required to clear any indebtedness to the University before grades and transcripts will be issued or the degree awarded.

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

All tuition, fees and payment policies are subject to change.

Students who primarily attend a University of Phoenix campus other than University of Phoenix Online Campus are subject to financial approval by their "primary" campus prior to enrolling in a course.

Processing Fee and Late Fees

A late fee of $30.00 will be assessed for every course for which the student's tuition payment has not been received according to the terms of the Primary Financial Option selected. A processing fee will be charged for checks returned for any reason.

Veterans Educational Benefits

Students who are entitled to Department of Veterans Affairs education benefits must make initial contact with their campus veteran's affairs certifying official. A formal application for admission to the university should be completed before applying for the VA education benefits.

Each University of Phoenix program and classroom, or distance education option, requires separate state approving agency approval for the training of veterans or eligible persons. Please contact your local campus for information on current approvals.

Application for VA education benefits should be sent to your local campus, for submission to the Department of Veterans Affairs (DVA), so that the campus certifying official can submit the proper certification for your enrollment. The University of Phoenix **does not** participate in the DVA "advanced payment" program.

VA education benefit eligibility and payment rates vary depending on each individual's military history and the educational program being pursued. Only the Department of Veteran's Affairs can determine VA applications eligibility. To contact a DVA representative in your area, call toll free 1-888-GI-BILL-1 (1-888-442-4551).

Credit for Prior Education and Training

Credit for prior education or training must be evaluated and reported to the Department of Veterans Affairs **prior to** the start of the 25th week of enrollment. DVA may not always pay VA education benefits after the 24th week if the DVA records indicate the student has a large amount of transfer credits. Please insure all prior education transcripts, DD-295, DD-214, Army/American Council on Education Registry Transcript System (AARTS), Cost Guard institute transcripts, and Sailor/Marine/American Council on Education Registry (SMART) transcripts are submitted for evaluation in a timely manner. It is the students responsibility to ensure that all transcripts are submitted to the University. Academic credit earned for courses appearing on an official transcript from a regionally accredited or candidate for accreditation college or university will be evaluated according to University policies and accepted subject to the approval of the University's central Office of Admissions. Transfer credits that are based on a different unit of credit than the one prescribed by the University of Phoenix are subject to conversion before being transferred. Only the official transcript and course evaluations performed by the University's central Administrative Office of Admission or Prior Learning Assessment Center are final. Any preliminary reviews by the campus personnel are unofficial and not bindng, and subject to change.

VA Standard of Academic Progress Requirements

To receive veteran's education benefits, student must maintain satisfactory academic progress and conduct. Accordingly, benefits will be terminated for individuals who are disqualified, suspended, or expelled from the University.

AUDITS, WITHDRAWALS, NON-REQUIRED COURSES, & REPEATS

The law prohibits payment for auditing a course or payment for any course for which a grade assigned is not used in computing requirement for graduation. This includes repeats of grade of "D" or better (unless a higher grade is required); withdrawals; and courses which are not applicable to your declared degree objective. This does not apply to repeats of required courses which you have failed.

Academic Probation shall occur when a student's grade point average falls below acceptable levels. Undergraduate degree and certificate program seeking students must maintain a program grade point average of 2.0. Graduate and Doctoral students must maintain a program grade point average of 3.0. Probation lasts for a period of four consecutive courses. Any course work taken concurrently will be applied to the three consecutive course period. Veteran students will continue to receive VA education benefits during the probation period. The veteran will be informed of the probation, and a notation to the student VA file will record when the probationary period commenced.

Academic Disqualification will result if a student fails to clear their academic probation status within four courses from the onset of probation. Veteran student will not be eligible for VA educational benefits after disqualification. The DVA and student will be notified of the disqualification. To re-enter, 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 re-admission. The admission file will be reviewed by the student appeals center and decision reached regarding re-admission. If approved, the student would be required to complete all program requirements in effect at the time of re-admission. An application for VA education benefits will also be necessary to re-establish benefits with the University of Phoenix.

Overpayments

To avoid overpayments, VA education benefits recipients should promptly report any changes in enrollment or dependency status to the University of Phoenix and DVA. The University is required to notify the DVA within 30 days of any change in student status during previously certified periods of enrollment. Changes include withdrawals, reduction in training time, unsatisfactory academic progress or conduct, and assignment of "non-punitive" grade and "changes in dates of enrollment". Upon receipt of the notice, DVA will reduce or terminate benefits. DVA is required to take prompt and aggressive action to recover benefits overpayments.

DANTES Reimbursement

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

Tuition Assistance VA Top-Up

Active duty students requesting to use the Tuition Assistance VA Top-UP program should direct all questions or concerns to the Department of Veterans Affairs at 1-888-GI-BILL-1 (1-888-442-4551) or their web site at *www.gibill.va.gov/*. The University of Phoenix VA certifying official has no involvement in the processing of any Tuition Assistance VA Top-Up request.

DIRECT DEPOSIT

Direct deposit is the safest and fastest way to receive your VA education benefits. You may request direct deposit by mail or by calling 1-877-838-2778. Be sure to provide your financial institution's routing number, your account number, and type of account (checking or savings).

Refund Policy

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

Students who began a program under Registered status pending the completion of their admission file and are subsequently denied admission are eligible for a refund of the full tuition amount for the course in which they are currently enrolled. Tuition will not be refunded for any course that has been completed.

Refund policies that apply to students receiving Federal Financial Aid shall remain in compliance with applicable federal regulations. See the "Refund Policies for Students receiving Federal Financial Aid" section of this catalog.

General Refund Policy

The following refund policy will be applied for all students unless a student enrolls in courses in a state which requires the University to follow different guidelines. These state policies are listed in "State Refund Policies" section of this catalog.

All fees, including application fees, assessment fees, student services fees, directed study fees and aXcess fees are nonrefundable.

A tuition refund should be requested in writing to the student's local campus. An Official Withdrawal Form is required if officially withdrawing from the University but is not required for individually withdrawn courses.

Students are eligible for a tuition refund under the following conditions assuming the tuition for the entire course was paid:

> **a.** Students submitting an Official Withdrawal Form prior to attending the first week of class will receive a full tuition refund.
>
> **b.** Students who attend the first class session will receive a 75% refund of tuition if they provide written notification of withdrawal prior to the second class session.
>
> **c.** Students who withdraw after the second class session will receive no refund.

State Refund Policies

Many states have established refund policies which differ from the University's General Refund Policy outlined above. If a student participates in classes in one of these states, the specific state refund policy will be applied instead of the University's General Refund Policy. The specific policies are listed below.

1. Students in the state of **Arizona** will have tuition refunded using the Universities General Refund Policy with the exception that students will have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three (3) business days after signing the Enrollment Agreement.

2. Students attending campuses located in the state of **California** who have completed 60% or less of the course of instruction are eligible for a pro rata refund per the California Refund Policy. The refund will be the amount the student paid for the instruction multiplied by a fraction, the numerator of which is the number of hours (weeks) of instruction which the student has not received, but for which the student has paid, and the denominator of which is the total number of hours (weeks) instruction for which the student has paid.

Example of refund on attendance for a 5 week course:

Attend 1 week 80% refund due

Attend 2 week 60% refund due

Attend 3 week 40% refund due

Attend 4 week No refund due

Example of refund on attendance for a 6 week course:

Attend 1 week 83% refund due

Attend 2 week 67% refund due

Attend 3 week 50% refund due

Attend 4 week No refund due

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

Attend 1 week 89% refund due

Attend 2 weeks 78% refund due

Attend 3 weeks 67% refund due

Attend 4 weeks 56% refund due

Attend 5 weeks 44% refund due

Attend 6 weeks no refund is due

In the event that the University of Phoenix no longer offers educational services prior to a student completing a course of instruction, a partial refund may be available. The student should contact the Bureau for Private Postsecondary and Vocational Education (BPPVE), 400 R. Street, Suite #5000, Sacramento, California 95814-6200, or call (916) 443-427. Mailing address: P.O. Box 980818, West Sacramento, California, 95798-0818.

3. Students in the state of **Florida** will have tuition refunded using the University's General Refund Policy including the following modifications:

> **a.** Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three (3) business days after signing the Enrollment Agreement.
>
> **b.** The University will retain $50 of the application for students who withdraw from the institution prior to the start of their program and after the 3-day cancellation period.
>
> **c.** Refunds will be paid within 30 days of the student's official withdraw.

4. Students in the state of **Georgia** have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three (3) business days after signing the Enrollment Agreement. The University may retain an administrative fee of $150 for students who withdraw after the three-day cancellation period.

Students who have completed 50% or less of the course of instruction are eligible for a tuition refund. The refund is based on a percentage of completion which is calculated by dividing the number of hours (weeks) of instruction that the student has received by the total number of hours (weeks) of instruction in the course. Students are eligible for a tuition refund under the following conditions, assuming the tuition for the entire class was paid:

a. Students providing written notification of withdrawal prior to the first class session or have been out of attendance 21 days will receive a full refund of tuition paid for the unattended course.

b. Student completing up to 25% of the course will receive a 75% refund of tuition.

c. Students completing between 26% and 50% of the course will receive a 50% refund of tuition.

d. Students completing more than 50% of a course will receive no refund.

For purpose of this calculation, a student attending the first two weeks, missing the third week and attending the fourth will be considered to have completed four weeks of attendance. Refunds will be paid within 30 days of the student's official withdrawal. A student that is out of attendance for 21 days will be considered withdrawn.

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

Attend 1 week 75% refund due

Attend 2 week 50% refund due

Attend 3 week no refund due

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

Attend 1 week 75% refund due

Attend 2 week 50% refund due

Attend 3 week 50% refund due

Attend 4 week no refund due

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

Attend 1 or 2 weeks 75% refund due

Attend 3 or 4 weeks 50% refund due

Attend 5 weeks no refund due

5. For students in the state of **Indiana**, the following refund policy applies.

The University must make the proper refund no later than thirty-one (31) days of the student's request for cancellation or withdrawal.

(1) A student is entitled to a full refund if one (1) or more of the following criteria are met:

a. The student cancels the enrollment agreement or enrollment application within six (6) business days after signing.

b. The student does not meet the postsecondary proprietary educational institution's minimum admission requirements.

c. The student's enrollment was procured as a result of a misrepresentation in the written materials utilized by the postsecondary proprietary educational institution.

d. If the student has not visited the postsecondary educational institution prior to enrollment, and, upon touring the institution or attending the regularly scheduled orientation/classes, the student withdrew from the program within three (3) days.

(2) A student withdrawing from an instructional program, after starting the instructional program at a postsecondary proprietary institution and attending one (1) week or less, is entitled to a refund of ninety percent (90%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($ 100).

(3) A student withdrawing from an instructional program, after attending more than one (1) week but equal to or less than twenty-five percent (25%) of the duration of the instructional program, is entitled to a refund of seventy-five percent (75%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($ 100).

(4) A student withdrawing from an instructional program, after attending more than twenty-five percent (25%) but equal to or less than fifty percent (50%) of the duration of the instructional program, is entitled to a refund of fifty percent (50%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($ 100).

(5) A student withdrawing from an instructional program, after attending more than fifty percent (50%) but equal to or less than sixty percent (60%) of the duration of the instructional program, is entitled to a refund of forty percent (40%) of the cost of the financial obligation, less an application/ enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($ 100).

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

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

Attend 1 week 90% refund due

Attend 2 week 50% refund due

Attend 3 week 40% refund due

Attend 4 week no refund due

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

Attend 1 week 90% refund due

Attend 2 week 50% refund due

Attend 3 week 50% refund due

Attend 4 week no refund due

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

Attend 1 week 90% refund due

Attend 2 week 75% refund due

Attend 3 week 50% refund due

Attend 4 week 50% refund due

Attend 5 week 40% refund due

Attend 6 week no refund due

6. A student in the states of **Kansas**, **Missouri,** or **Ohio,** who rescinds his or her decision to enroll within three (3) business days of signing the Enrollment Agreement is entitled to a full refund of all fees and tuition paid. To cancel enrollment, a student must submit an "Official Withdraw Form". If sent by mail, the "Official Withdrawal Form" must be postmarked on or before the third business day following execution of the Enrollment Agreement. After this three day period, all fees, including applications fees, assessment fees, and book fees are nonrefundable. A tuition refund must be requested in writing by submitting an "Official Withdrawal Form" to the student's local campus. Students are eligible for a tuition refund under the following conditions, assuming the tuition for the entire class was paid:

   a. Students providing written notification of withdrawal prior to the first class session of a course will receive a full tuition refund.

   b. Students who attend the first class session will receive a 75% refund of tuition if they provide written notification of withdrawal prior to the second class session.

   c. Students who withdraw after the second class session will receive a 50% refund of tuition if they provide written notification of withdrawal prior to the third class session.

   d. Students who attend the third class session will receive a 25% refund of tuition if they provide written notification of withdrawal prior to the fourth class session.

   e. Students who withdraw after the fourth class session will receive no refund.

7. Students in the state of **Kentucky** will have tuition refunded using the University's General Refund Policy including the following modifications:

   a. A student that cancels his or her enrollment anytime before the start of the first class session in his or her program of study will receive a full refund of all money paid.

   b. The University will retain 10 percent of the tuition agreed upon in the enrollment agreement or $100, whichever is less for students who withdraw from the institution prior to the start of their program.

   c. Refunds will be paid within 30 days of the student's official withdrawal. A student that is out of attendance for 30 days will be considered withdrawn.

8. A student in the state of **Louisiana** that cancels his or her enrollment anytime before the start of the first class session in his or her program of study will receive a full refund of all tuition and fees, except the application fee which is nonrefundable. The University may keep an administrative fee, not to exceed 15% of total tuition and fees paid. Students who have completed 24 days or less of the course of instruction are eligible for a tuition refund based on percentages stated in Louisiana state regulations. Refunds will be paid within 30 days of the student's official withdrawal. Students are eligible for a tuition refund under the following conditions:

   a. Students withdrawing during the first 10 days of classes shall receive a refund of 75 percent of total tuition and fees paid, excluding a nonrefundable application fee, less allowable administrative fees;

   b. Students withdrawing from day 11 through day 24 of classes shall receive a refund of 50 percent of total tuition and fees paid, excluding a nonrefundable application fee, less allowable administrative fees;

   c. Students withdrawing from day 25 through the end of the course are ineligible to receive a refund;

   d. No refund will be issued to students who complete a course or earn a grade.

Example of a refund on attendance for a 5 or 6 week course:

Attend 1 week 75% refund due minus 15% of tuition and fees

Attend 2 weeks 75% refund due minus 15% of tuition and fees

Attend 3 weeks 50% refund due minus 15% of tuition and fees

Attend 4 weeks 50% refund due minus 15% of tuition and fees

Attend 5 weeks no refund is due

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

Attend 1 week 75% refund due minus 15% of tuition and fees

Attend 2 weeks 75% refund due minus 15% of tuition and fees

Attend 3 weeks 50% refund due minus 15% of tuition and fees

Attend 4 weeks 50% refund due minus 15% of tuition and fees

Attend 5 weeks no refund is due

9. For students attending in the state of **Minnesota**, each student will be notified, in writing, of acceptance or rejection of his or her admission application. In the event that the school rejects the student, all tuition, fees and other charges shall be refunded. Notwithstanding anything to the contrary, all tuition, fees and other charges paid by a student will be refunded, if the student gives written notice of cancellation within five business days after the day on which the enrollment agreement was executed regardless of whether the program has started. When a student has been accepted by the school and has entered into a contractual agreement with the school and gives written notice of cancellation following the fifth business day after the date of execution of contract, but before the start of the program, all tuition, fees and other charges, except 15 percent of the total cost of the program but not to exceed $50, shall be refunded to the student.

When a student has been accepted and gives written notice of cancellation after the start of the a class for which the student has been charged, but before completion of 75 percent of the period of instruction, the amount charged for tuition, fees, and all other charges shall be prorated as a portion of the total charges for tuition, fees, and all other charges. For example, if a student, attends 1-6 classes, the pro rata refund of tuition, fees and other charges are based on the number of days in the term plus 25% of the total program cost. An additional 25 percent of the total cost of the period of instruction may be added, but shall not exceed $100. After completion of 75 percent of the period of instruction for which the student has been charged, no refunds are required. For example, if a student attends 7+ classes, there is no refund.

The University shall acknowledge in writing any valid notice of cancellation within ten business days after the receipt of such notice and within 30 business days shall refund to the student any amounts due and arrange for termination of the student's obligation to pay any sum in excess of that due under the cancellation and refund policy. Written notice of cancellation shall take place on the date the letter of cancellation is postmarked or, in the cases where the notice is hand carried, it shall occur on the date the notice is delivered to the school. The date of execution of the enrollment agreement shall be presumed to be the date of delivery of the notice of acceptance; and if delivered by mail, the postmark date of the letter of acceptance. If a student's enrollment in a school is canceled for any reason, the school shall notify any agency known to the school to be providing financial aid to the student of the cancellation within 30 days. The refund policy is not conditional upon compliance with the school's regulations or rules of conduct. No promissory instrument received as payment of tuition or other charges shall be negotiated prior to the completion of 50 percent of the program. Prior to that time, instruments may be transferred by assignment to purchasers who shall be subject to all defenses available against the school named as payee. The address of the Minnesota Higher Education Services Office is 1450 Energy Park Drive, Suite 350 St. Paul, MN 55108.

Note: 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 Minnesota State Grant Program, The SELF Loan Program, and other Aid Programs (With the exception of the State Work Study Program), the MHESO Refund Calculation Worksheet, Appendix 14, of the Minnesota State Grant manual is used.

10. A student in the state of **Nevada** that cancels his or her enrollment anytime before the start of the first class session in his or her program of study will receive a full refund of all money paid, minus 10 percent of the tuition agreed upon in the enrollment agreement or $100, whichever is less. A student who withdraws or is expelled from the University and has completed 60% or less of the course of instruction shall be refunded a pro rata amount of the tuition agreed upon in the enrollment agreement, minus 10 percent of the tuition agreed upon in the enrollment agreement or $100, whichever is less. A student who completes 60% or more of the course of instruction and withdraws or is expelled from the University will receive no refund.

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

Attend 1 week 80% refund due minus 10% of tuition or $100 whichever is less

Attend 2 weeks 60% refund due minus 10% of tuition or $100 whichever is less

Attend 3 weeks 40% refund due minus 10% of tuition or $100 whichever is less

Attend 4 weeks no refund is due

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

Attend 1 week 85% refund due minus 10% of tuition or $100 whichever is less

Attend 2 weeks 65% refund due minus 10% of tuition or $100 whichever is less

Attend 3 weeks 50% refund due minus 10% of tuition or $100 whichever is less

Attend 4 weeks no refund is due

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

Attend 1 week 90% refund due minus 10% of tuition or $100 whichever is less

Attend 2 weeks 80% refund due minus 10% of tuition or $100 whichever is less

Attend 3 weeks 70% refund due minus 10% of tuition or $100 whichever is less

Attend 4 weeks 55% refund due minus 10% of tuition or $100 whichever is less

Attend 5 weeks 45% refund due minus 10% of tuition or $100 whichever is less

Attend 6 weeks no refund is due

Refunds will be paid to the person or entity who paid the tuition within 15 calendar days after one of the following: the date of cancellation by a student of his enrollment; the date of 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; or the last day of attendance of a student, whichever is applicable. For purposes of this refund calculation, the period of a student's attendance must be measured from the first day of instruction as set forth in the enrollment agreement through the student's last day of actual attendance, regardless of absences. The period of time for a program of study is the period set forth in the enrollment agreement. 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 that are 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 institution to the student if those items were not used by the student. Disputes will be resolved by the Administrator for refunds on a case-by-case basis. If the University cancels or discontinues a course or educational program stated in the enrollment agreement, the University will refund all the money paid for that course or program.

11. For students in the state of **Oregon,** all fees, including application fees, assessment fees, student service fees, and book fees are nonrefundable. A tuition refund must be requested by submitting an "Official Withdrawal Form" to the student's campus. Students are eligible for a prorata tuition refund through the midpoint of the course of instruction. Students providing written notification of withdrawal prior to the first class session of a course will receive a full tuition refund.

The refund on attendance for a 5-week course:

Attend 1 week 65% refund due

Attend 2 weeks 35% refund due

Attend 3 weeks no refund due

The refund on attendance for a 6-week course:

Attend 1 week 75% refund due

Attend 2 weeks 50% refund due

Attend 3 weeks 25% refund due

Attend 4 weeks no refund due

The refund on attendance for a 9-week course:

Attend 1 week 85% refund due

Attend 2 weeks 65% refund due

Attend 3 weeks 50% refund due

Attend 4 weeks 30% refund due

Attend 5 weeks 15% refund due

Attend 6 weeks no refund due

12. Students attending campuses located in the state of **South Carolina** 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 that is not accepted by the University. After the 72 hour cancellation period, the University may retain up to a $100 if the student does not attend a course. Students who have completed 60 percent or less of the course of instruction are eligible for a pro rata refund. The refund will be calculated by dividing the total number of weeks comprising the period of enrollment by the number of weeks remaining in that period as of the last day of attendance. This percentage should be rounded downward to the nearest ten percent. The University may retain an administrative fee up to $100. Refunds will be paid within 40 days of the student's official withdrawal.

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

Attend 1 week 80% refund due

Attend 2 weeks 60% refund due

Attend 3 weeks 40% refund due

Attend 4 weeks no refund is due

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

Attend 1 week 80% refund due

Attend 2 weeks 60% refund due

Attend 3 weeks 50% refund due

Attend 4 weeks no refund is due

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

Attend 1 week 80% refund due

Attend 2 weeks 70% refund due

Attend 3 weeks 60% refund due

Attend 4 weeks 50% refund is due

Attend 5 weeks 40% refund due

Attend 6 weeks no refund is due

13. A student in the state of **Wisconsin** has the right to cancel enrollment until midnight of the third business day after receipt of notice of acceptance and is entitled to a full refund of any tuition paid. In addition, the student may withdraw from a course after instruction has started and receive a pro rata refund for the unused portion of the tuition paid if the student has completed 60% or less of the instruction or if 60% or less time has elapsed from the scheduled start date, whichever comes first.

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

Attend 1 week 80% refund due

Attend 2 week 60% refund due

Attend 3 week 40% refund due

Attend 4 week no refund due

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

Attend 1 week 80% refund due

Attend 2 week 60% refund due

Attend 3 week 50% refund due

Attend 4 week no refund due

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

Attend 1 week 80% refund due

Attend 2 weeks 70% refund due

Attend 3 weeks 60% refund due

Attend 4 weeks 50% refund due

Attend 5 weeks 40% refund due

Attend 6 weeks no refund is due

Refund will be paid within 30 days of receipt of the student's notice of cancellation or withdraw. If the University cancels or discontinues a course or educational program, the University will make full refund of all changes.

Additional Refund Policies for Students Receiving Federal Financial Aid

All Universities are required to apply the federal return provisions for recipients of Federal Student Aid (FSA). The refund process uses a formula to determine the amount of FSA funds a student has earned as of his or her last day of class attendance. Students out of attendance for over 29 days and not on an approved leave of absence, will be considered withdrawn for Federal and University refund processing. Students attending a campus located in the state of Georgia are considered to be out of attendance if they are absent for over 21 days. The Return of Title IV Refund Policy is in addition to the University's Tuition Refund Policy. Both calculations will be completed when the student withdraws. Certain States have additional Refund Policy provisions. If a student withdraws before completing more than 60% of the payment period, the percentage of FSA funds earned will equal the percentage of the calendar days completed in the payment period prior to the withdrawal date. After the student has completed more than 60% of the payment period, he or she has earned 100% of the FSA funds disbursed.

The amount of FSA funds earned by the student is the percentage of FSA assistance that has been earned multiplied by the total amount of FSA assistance that was disbursed or could have been disbursed for the payment period, to include funds retained by the University and funds given directly to the student.

- *Percentage Earned* - The percentage of FSA funds earned is equal to the percentage of the payment period completed as of the last date of attendance recorded from class attendance records.
- *Percentage Unearned* - The total FSA funds disbursed or could have been disbursed to the student, or on behalf of the student, minus the amount of FSA funds earned determines the amount of FSA loan and grant aid that is unearned and must be returned by the University.

The University will return the lesser of the following amounts to the appropriate FSA funds:

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

The University will return funds to the FSA Programs in the following order: Unsubsidized Federal Stafford Loans, Subsidized Federal Stafford Loans, and Federal Perkins Loans, and Federal Grad PLUS and Parent PLUS Loans. If funds remain after repaying all loan amounts, those remaining funds must be credited in the following order: Federal Pell Grants, for the payment period for which a return of funds is required, Academic Competitiveness Grant, National SMART Grant, FSEOG for the payment period for which a return of funds if required, and other grants or loan assistance authorized by the U.S. Department of Education.

After the University has allocated the unearned funds for which it is responsible, the student must return assistance for which they are responsible in the same order specified above. This amount is calculated by subtracting the amount of unearned aid that the University is required to return from the total amount of unearned FSA assistance to be returned. The student (or parent in the case of funds due to a PLUS Loan) must repay FFELP loan funds in accordance with the terms of the loan and any grant funds as an overpayment. The amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment amount exceeds half of the total FSA grant funds received by the student.

Overpayment

A student who owes an overpayment as a result of withdrawal from the University and a subsequent Return of Title IV Program funds calculation will retain FSA funding eligibility for 45 days from the date that the University sends a notification to the student of the overpayment. During the 45 days, the student will have the opportunity to take appropriate action that can continue their eligibility for FSA funds. This may be accomplished by repaying the overpayment in full to the University or by signing a repayment agreement with the U.S. Department of Education. If the student does not take one of these two actions during the 45-day period, he or she becomes ineligible for future funding on the 46th day. Further information on signing a repayment agreement with the U.S. Department of Education may be obtained from your Campus Financial Aid Advisor. A student is not obligated to return a grant overpayment of $50 or less and is, therefore, eligible to receive FSA funding if the student returns to the University.

Post-Withdrawal Disbursement

If the total amount of FSA funds the student earned as calculated under the Return of Title IV funds policy is greater than the total amount disbursed, the student may be eligible to receive a post-withdrawal disbursement of FSA funds. The University will offer any amount to a post-withdrawal disbursement that is due within 30 days of the date that the University determined that the student withdrew by providing a written notification that will include the following:

- The type and amount of FSA funds that make up the post-withdrawal disbursement that is not credited to the student's account.
- The type and amount of FSA funds that have been credited to the student's account.
- An explanation that the student or parent may accept or decline some or all of the post-withdrawal disbursement that is not credited to the student's account.

- A request for confirmation to credit loan funds to the student's account. If the confirmation is not provided, the student and/or parent, for a parent PLUS loan, may not receive any loan funds as a direct disbursement unless the University concurs.
- Information in reference to the student and/or parent's (for a parent PLUS loan) obligation to repay the FSA loan funds if disbursed.
- An explanation that no post-withdrawal disbursement will be made if the student and/or parent, for a parent PLUS loan, do not respond within 14 days of the letter date.

If the student and/or parent, for a parent PLUS loan, respond to the University's notice within 14 days and instruct the University to make all or a portion of the post-withdrawal disbursement, the funds will be requested and disbursed in the manner specified in their response within 120 days of the date of the University's determination that the student withdrew. If the student and/or parent do not respond to the University's notice, the post-withdrawal disbursement of grant funds will be made only for appropriate outstanding charges.

You may review additional information regarding tuition refund policies by reviewing the Financial Policies section of this document.

Tax Benefits for Higher Education

The Internal Revenue Service requires all eligible institutions, including University of Phoenix, to report annually, certain information about qualified tuition, fees and related expenses to each student and the IRS.

The information reported on form 1098-T, will help the student determine if they are eligible to take the HOPE credit or Life-time Learning credit on their Federal Income Tax.

To facilitate accurate reporting, the student must maintain a current address and social security number (SSN) on file with University of Phoenix. In any case University of Phoenix will use the most current information available when distributing Form 1098-T.

For information on education related Federal tax benefits, see IRS publication 970, "Tax Benefits for Higher Education", or contact your personal tax adviser.

CAMPUS AMERICANS WITH DISABILITIES ACT COMPLIANCE OFFICERS

Officer Name	Location	Campus
Scott Schulz (A-M)	AZ	Axia College of University of Phoenix
Jane Greenwald (N-Z)	AZ	Axia College of University of Phoenix
Stefani Rosenstein	AZ	Corporate
Evelyn Gaskin-Bell	AZ	Corporate
Autumn Hemphill	AR	Little Rock
Korie Wilson	AR	NW Arkansas
Megan Christopherson (A-G)	AZ	Online
Robert Becker (H-R)	AZ	Online
Shannon Wilke (S-Z)	AZ	Online
Jane Hilsendager	AZ	Phoenix
Karen Smith	AZ	Tucson
Nicole Laris	CA	Bay Area- Concord Learning Center
Joan Rodrigues	CA	Bay Area - Fremont Learning Center
Jonathan Vaughan	CA	Bay Area - Livermore Learning Center
Jonathan Vaughan	CA	Bay Area - Novato Learning Center
Jackie Yancy	CA	Bay Area - Oakland Learning Center
Jackie Klinck	CA	Bay Area - San Jose Learning Center
Michele Neely	CA	Bay Area - San Jose Learning Center
Lyle Burkett	CA	Bay Area - San Francisco Learning Center
Jonathan Vaughan	CA	Bay Area - Stoneridge Learning Center
Chris Newell	CA	Sacramento-Chico/ Beale AFB

Officer Name	Location	Campus
Lee Davis	CA	Sacramento-Gateway Oaks
Stephanie Hill	CA	Sacramento-Fairfield
Rebecaa Vallez	CA	Sacramento-Lathrop
Rebecca Vallez	CA	Sacramento-Modesto
Rodney Green	CA	Sacramento-Rancho Cordova
Jan Provost	CA	Sacramento-Roseville
Amy Gingrich	CA	San Diego
Alex Monsibais	CA	Central Valley/ Bakersfield
Tonya McAllaster	CA	Central Valley/River Park (Fresno)
Virginia Quinn	CA	So. California
Virginia Quintin	Canada	Calgary
Michael Roy	Canada	Vancouver
Carson Mitchell	CO	Denver
Vicki Collier	CO	North Learning Center
Jamie Kelly	CO	So. Colorado
Wendy Peck	CT	Fairfield County
Jenine Kopet	FL	South Florida
Kacy Padilla	FL	North Florida
Danetra Martin	FL	Central Florida
Audrey Vaughan	FL	West Florida
Tanya George	GA	Atlanta
Rick Trump	GA	Augusta
George Monk	GA	Columbus
Lindalee Grace	GA	Savannah
Danylle Solomon	HI	Honolulu
Scott Stegg	IA	Des Moines
Joel Maier	ID	Boise
Sonny DeGuzman	IL	Chicago
Rebecca Shafer	IN	Indianapolis
Bridget Williams	IN	NW Indiana

Officer Name	Location	Campus
Mike McMillin	KS	Wichita
Miranda Allen	KY	Louisville
Karen Hawkins Jackson	LA	Baton Rouge
Christian Laudan Jr	LA	Lafayette
Pietro Della Valentina	LA	Metairie
Celeste Fernandes	MA	Boston
Carlena Pate	MA	Westborough
Amanda McMahon	MD	Maryland
Sarah Hall	MI	Detroit- Ann Arbor
Tiffany Perkins	MI	Detroit- Livonia
Debora Emery	MI	Detroit- Macomb
Jennifer Brodie	MI	Detroit- Main
Ebony Lee	MI	Detroit-Southfield
Regina Newell	MI	Detroit-Southfield
Dominika Lazarska	MI	Detroit-Troy
Lindsey Helminski	MI	Grand Rapids
Lindsey Helminski	MI	Lansing/Kalamazoo
Yasin Alsaidi	MN	Minneapolis/St. Paul
Christine Weidmeyer	MO	Kansas City
Yalonda Barnes	MO	Springfield
Richard Owens	MO	St. Louis
Linda Rose-Watts	NC	Charlotte
Mark Amrein	NC	Raleigh
Rick Taborda	NE	Omaha
Linda Richert	NJ	Jersey City
Cara Atencio	NM	Albuquerque
Nicole Unrue Mier	NM	Santa Teresa
Amber Early	NV	Las Vegas
Sharrell Kane	NV	Northern Nevada - Reno
Doris Savron	OH	Cleveland
Ramona Calhoun	OH	Columbus
Kelly Gramling	OH	Dayton/Troy

Officer Name	Location	Campus
Bill Powers	OK	OK City
Julie Kelley	OK	Tulsa
Talitha Bandy	OR	Portland
Helen Tallone	PA	Harrisburg
Erin Rodgers	PA	Philadelphia
Tim Glaid	PA	Pittsburgh
Luz Negron	PR	Puerto Rico
Glen Southergill	SC	Columbia
Gary Harris	TN	Memphis
Lisa Haworth	TN	Nashville
T. J. Hartley	TX	Austin
Jason Pfaff	TX	Dallas/Ft. Worth
Joanna Lacey	TX	Houston
Monica Perea	TX	San Antonio
Britt McPartland	UT	Salt Lake
Ashley King	VA	Alexandria
Ashley King	VA	No. Virginia
Arnold James	VA	Richmond
Lani Rodica	WA	Western Washington-Seattle
Wade Larson	WA	Eastern Washington-Spokane
Ken Loftus	WI	Milwaukee
Ted Keneklis	WI	Fox Valley Learning Center
Ken Loftus	WI	Madison
Jeanette Pickinpaugh	WY	Cheyenne

FACILITIES

Mountain Region

Arizona Campuses
Phoenix Area Campuses
800 776-4867

Chandler Campus
2975 West Linda Lane
Chandler, AZ 85224-7340
480 557-2800
480 557-2805 FAX

Mesa Campus
1620 South Stapley Drive,
Suite#101
Mesa, AZ 85204-6634
480 557-2550
480 557-2595 FAX

Northwest Campus
15601 North 28th Avenue
Phoenix, AZ 85053-4061
602 863-2600
602 863-4900 FAX

Phoenix Campus
4635 East Elwood Street
Phoenix, AZ 85040-1958
480 804-7600
480 557-2320 FAX

Scottsdale Campus
8801 East Raintree Plaza,
Suite #100
Scottsdale, AZ 85260-3668
480 557-2650
480 557-2668 FAX

Tempe Campus
1150 West Grove Parkway,
Suite # 101
Tempe, AZ 85283-4407
480 557-2130
480 557-2515 FAX

West Valley Campus
9520 West Palm Lane,
Phoenix, AZ 85037-4442
623 824-7100
623 824-7140 FAX

Southern Arizona Campuses
800 659-8988
300 S Craycroft Road
Tucson, AZ 85711-4574
520 881–6512
520 795-6177 FAX

Fort Huachuca Campus
Building 52104
ATZS-HRH-E
Fort Huachuca, AZ 85613–6000
520 459–1093
520 459-8319 FAX

Nogales Campus
870 West Mariposa Road
Nogales, AZ 85621-1059
520 377-2290
520 377-2296 FAX

Tucson - River Road Campus
555 East River Road
Suite 201
Tucson, AZ 85704-5822
520 408-8202
520 888-6561 FAX

Sierra Vista Campus
500 East Fry Boulevard
Suite #410
Sierra Vista, AZ 85635-1821
520 417-2080
520 417-2099 FAX

Yuma Campus
899 East Plaza Circle
Yuma, AZ 85365-2033
928 341-0233
928 341-0252 FAX

Idaho Campuses
Boise Campus
3080 E Gentry Way
Suite # 150
Meridian, ID 83642-3014
208 888-1505
208 888-4775 FAX

Nevada Campuses
Las Vegas Main Campus
7455 W Washington
Las Vegas, NV 89128-4337
702 638-7279
702 638-8225 FAX

Henderson Campus
7777 Eastgate Road
Henderson, NV 89015-4058
702 638-7279
702 433-6796 FAX

Nellis AFB Campus
554 MSS/MSE
4475 England Avenue
Suite #217
Nellis AFB, NV 89191–6525
702 652-5527
702 651-0035 FAX

Northwest Campus
7951 Deer Springs Way
Suite #150
Las Vegas, NV 89131-8180
702 638-7279
702 655-8241 FAX

Northern Nevada Campus
5370 Kietzke Lane
Suite #102
Reno, NV 89511-2040
775 828-7999
775 828-7979 FAX

Southwest Campus
9625 West Saddle Avenue
Suite #100
Las Vegas, NV 89147-8089
702 638-7279
702 876-3299 FAX

Utah Campuses
Utah Campus
5373 South Green Street
Salt Lake City, UT 84123-4617
801 263-1444
801 269-9766 FAX

North Davis Learning Center
1366 Legend Hills Drive
Clearfield, UT 84015-1585
801 393–3160
801 394-2702 FAX

Provo Campus
561 East 1860 South
Provo, UT 84606-7312
801 373-6475
801 373-8808 FAX

St. George Campus
965 East 700 South
St. George, UT 84790-4082

Taylorsville Campus
4393 South Riverboat Road
Suite #100
Salt Lake City, UT 84123-4617
801 268-1111
801 268-1924 FAX

Plains Region

Wyoming Campuses
6900 Yellowtail Road
Cheyenne, WY 82009-6102
307 632-3059
307 632-7429 FAX

Colorado Campuses
800 441-2981

Colorado Campus and Regional Office
10004 Park Meadows Drive
Lone Tree, CO 80124-5453
303 694-9093
303 662-0911 FAX

Aurora Campus
3151 South Vaughn Way,
Suite #100
Aurora, CO 80014-3517
303 755–9090

Fort Collins Campus
2809 East Harmony Road
Suite #160
Fort Collins, CO 80526-3109
970 226-1781

Turnpike Campus
8700 Turnpike Drive
Westminster, CO 80031-7030
303 487-7155
303 487-7161 FAX

Southern Colorado Campus
5725 Mark Dabling Blvd.,
Colorado Springs, CO 80919-2221
719 599-5282
719 593-9945 FAX

Executive Towers
2864 South Circle Drive
Colorado Springs, CO 80906-4114
719 527-9000
719 527-4892 FAX

Iowa Campus
Des Moines Campus
6600 Westown Parkway
West Des Moines, Iowa
50266-7724
515 267-8218
515 267-8567 FAX

Nebraska Campus
Nebraska Campus
Two Old Mill
10855 W Dodge Road
Suite #180
Omaha, NE 68154-2666
402 334-4936
402 334-0906 FAX

Southwest Region

New Mexico Campuses
800 333-8671

Albuquerque Campus
7471 Pan American Freeway
 NE
Albuquerque, NM 87109-4645
505 821–4800
505 821–5551 FAX

Kirtland AFB Campus
Albuquerque, NM 87116
800 881-6618
505 846-4141
505 254-9709 FAX

Santa Fe Campus
2201 Miguel Chavez
Santa Fe, NM 87501-6914
505 984-2188
505 984-2365 FAX

Santa Teresa Campus
1270 Country Club Road
Santa Teresa, NM 88008-9725
800 757-7133
505 589-0116
505 589-1711 FAX

Texas Campuses

Austin Campus
10801-2 North Mopac
Austin, TX 78759-5459
512 344-1400
512 344-0933 FAX

Clear Lake Campus
16055 Space Center Blvd.
Houston, TX 77062-6251

Dallas/Ft.Worth Campus
12400 Coit Road
Suite # 200
Dallas, TX 75251-2009
972 385-1055
972 385-1700 FAX

Las Colinas Campus
1707 Market Place Boulevard
Irving, TX 75063-8042

Houston Campus
11451 Katy Freeway
Suite #100
Houston, TX 77079-2004
713 465-9966
713 465-2686 FAX

Northwest Houston Campus
7900 North Sam Houston
Parkway W
Houston, TX 77064-3425

San Antonio Campus
8200 IH-10 West
Suite 910
San Antonio, TX 78230-3876
210 524-2100

West Loop Campus
4888 Loop Central Drive
Houston, TX 77081-2214

Oklahoma Campuses

Oklahoma City Campus
6501 North Broadway
Suite 100
Oklahoma City, OK 73116-8244
405 842-8007
405 841-3386 FAX

Norman Campus
1370 North Interstate Drive
Norman, OK 73072-3393
405 292-5008
405 292-5018 FAX

Tulsa Campus
10810 East 45th Street
Suite #102
Tulsa, OK 74146-3801
918 622-4877
918 622-4981

Midwest Region

800 834-2438
Midwest Region Administration

Kansas Campuses

Kansas City Campus
8345 Lenexa Drive
Suite #200
Lenexa, KS 66214-1654
816 943-9600

Wichita Campus
3020 N Cypress Drive
Suite #150
Wichita, KS 67226-4011
316 630-8121
316 630-8095 FAX

Michigan Campuses

Ann Arbor Campus
315 East Eisenhower Parkway, Suite #12
Ann Arbor, MI 48108-3330
734 994-0816
734 994-1663 FAX

Metro Detroit Campus
5480 Corporate Drive,
Suite #240
Troy, MI 48098-2623
248 925-4100
248 267-0147 FAX

Livonia Campus
17740 Laurel Park Drive
North, Suite 150C
Livonia, MI 48152-3985
734 853-4800
734 591-7767 FAX

Southfield Campus
26261 Evergreen Road,
Suite #500
Southfield, MI 48076-4447
248 354-4888
248 354-5969 FAX

Town Center Campus
4400 Town Center
Southfield, MI 48075-1601
248 354-4888
248 354-5969 FAX

Troy Campus
5480 Corporate Drive,
Suite # 240
Troy, MI 48098-2623
248 925-4100
248 267-0147 FAX

West Michigan Campus
318 River Ridge Drive NW
Grand Rapids, MI 49544-1683
616 647-5100
616 784-5300 FAX

Kalamazoo Campus
8175 Creekside Drive
Suite #110
Portage, MI 49024-5370
269 324-4687
269 324-5570 FAX

Lansing Campus
3100 West Road
East Lansing, MI 48823-6369
517 333-8293
517 333-8458 FAX

Minnesota Campuses

Minneapolis/St. Paul Campus
435 Ford Road
Suite #1000
St. Louis Park, MN 55426-1063
952 487-7226
952 540-1051 FAX

Missouri Campuses

Des Peres Campus
12412 Powerscourt Drive
Suite #175
St. Louis, MO 63131-3635
314-298-9755

Kansas City Campus
901 East 104th Street
Kansas City, MO 64131-4517
816 943-9600
816 943-6675 FAX

Northland Campus
10150 NW Ambassador Drive
Kansas City, MO 64153-1365

Springfield Campus
1343 East Kingsley Street
Springfield MO 65804-7216
417 887-5795
417 877-8046 FAX

St. Louis Campus
13801 Riverport Drive
Suite #102
St. Louis, MO 63043-4828
314-298-9755
314 291-2901 FAX

Downtown (Temp Admin Space) Campus
501 North Broadway
St. Louis, MO 63102-2131

Earth City Campus
13801 Riverport Drive
Suite 102
St. Louis, MO 63043
Toll Free 888-326-7737
Local 314-298-9755
314-291-0454 FAX

Lenexa Campus
8345 Lenexa Drive
Suie #200
Lenexa, KS 66214-1654
816 943-9600

Ohio Campuses

Cleveland Campus
5005 Rockside Road
Suite #130
Independence, OH 44131-2194
216 447-8807
216 447-9144 FAX

Beachwood Campus
3401 Enterprise Parkway
Suite #115
Beachwood, OH 44122-7340
216 378-0473
216 378-0893 FAX

Cincinnati Campus
9050 Centre Point Drive
Suite #250
West Chester, OH 45069-4875
513 722-9600
513 772-3645 FAX

Dayton-Troy Campus
7695 Poe Avenue
Dayton, OH 45414-2552
937 898-3732
937 898-5071 FAX

Columbus-Ohio Campus
8415 Pulsar Place
Columbus, OH 43240-4032
614 433-0095
614 781-9616 FAX

Wisconsin Campuses

Milwaukee Campus
20075 Watertower Boulevard
Brookfield, WI 53045-6608
262 785-0608
262 785-0977 FAX

Madison Campus
2310 Crossroads Drive
Suite 3000
Madison, WI 53718-2416
608 240-4701
608 240-4758 FAX

Fox Valley Campus
517 N Westhill Blvd
Appleton, WI 54914-5780
920 993-0492
960 993-0868 FAX

Illinois Campuses

Chicago Campus
1500 Mc Connor Parkway
Suite #700
Schaumburg, IL 60173-4399
847 413-1922
847 413-8706 FAX

Chicago Loop Campus
203 North LaSalle Street
13th Floor
Chicago, IL 60601-1210
312 223-1101
312 223-0130 FAX

Warrenville Campus
4525 Weaver Parkway
Warrenville, IL 60555-0317
630 657-7000
630 393-3192 FAX

Indiana Campuses

Indianapolis Campus
7999 Knue Road
Suites #100 and 500
Indianapolis, IN 46250-1932
317 585-8610
317 585-8670

NW Indiana Campus
359 East 81st Avenue
Merrillville, IN 46410-6366
219 769-6418
219 769-6527 FAX

Kentucky Campuses

Louisville Campus
10400 Linn Station Road
Suite #120
Louisville, KY 40223-3839
502 423-0149
502 423-7719 FAX

Southeast Region

Arkansas Campuses

Little Rock Main Campus
10800 Financial Centre Parkway
Little Rock, AR 72211-3500
501 225-9337
501 225-1177 FAX

Northwest Arkansas Campus
903 N 47th Street
Barrington Centre 2
Rogers, AR 72756-9615
479 986-0385
479 464-4960 FAX

Louisiana Campuses
One Galleria Boulevard
Suite #725
Metairie, LA 70001-2082
504 461-8852
504 464-0373 FAX

Baton Rouge Campus
2431 South Acadian Thruway
Suite #110
Baton Rouge, LA 70808-2365
225 927-4443
225 927-9233 FAX

Lafayette Campus
202 Rue Iberville
Lafayette, LA 70508-3295
337 237-0464

Tennessee Campuses

Nashville Campus
616 Marriott Drive
Suite #150
Nashville, TN 37214-5048
615 872-0188
615 872-7121 FAX

Memphis Campus
65 Germantown Court
Suite #100
Cordova, TN 38018-7290
901 751-1086
901 753-0652 FAX

Franklin Learning Center
377 Riverside Drive
Franklin, TN 37064-5560

Georgia Campuses

Alpharetta Campus
1725 Winward Concourse Parkway
Building #250
Alpharetta, GA 30005-1784
770 776-2401
770 777-9422 FAX

Atlanta Campus
8200 Roberts Drive
Suite #300
Dunwoody, GA 30350-4153
678 731-0555
678 731-9666 FAX

Augusta Campus
3150 Perimeter Parkway
Augusta, GA 30909-4583
706 868-2000
706 868-2099 FAX

Columbus-Georgia Campus
4747 Hamilton Road, Suite E
Columbus, GA 31904-6321
706 320-1266
706 320-1970 FAX

Gwinnett Campus
2470 Satellite Boulevard
Suite #150
Duluth, GA 30096-1257
770 500-1500
770 495-8242 FAX

Marietta Campus
1850 Parkway Place
Suite #200
Marietta, GA 30067-8219
678 320-6010

Savannah Campus
8001 Chatham Center Drive
Suite 200
Savannah, GA 31405-7400
912 232-0531
912 232-6922 FAX

Florida Campuses

South Florida Campus
600 North Pine Island Road,
Suite # 500
Plantation, FL 33324-1393
954 382-5303
954 382-5304 FAX

Cypress Creek Learning Center
550 West Cypress Creek
Road, Suite #150
Ft. Lauderdale, FL 33309-6169
954 382-5303
954 382-5304 FAX

Palm Beach Gardens Learning Center
7111 Fairway Drive
Suite #205
Palm Beach Gardens, FL 33418-4204
561 630–2932
561 273-1510 FAX

Miramar Learning Center
2400 SW 145th Avenue
Miramar, FL 33027-4145

North Florida Campus
4500 Salisbury Road
Suite # 200
Jacksonville, FL 32216-0959
904 636-6645
904 636-0998 FAX

Orange Park Learning Center
505 Plaza Circle, Suite # 100
Orange Park, FL 32073-2860
904 636-6645
904 215-3599 FAX

Central Florida Campus
2290 Lucien Way, Suite #400
Maitland, FL 32751-7057
407 667-0555
407 667-0560 FAX

Daytona Learning Center
1540 Cornerstone Blvd.
Suite # 100
Daytona, Florida 32117

South Orlando Learning Center
5750 North Major Boulevard, Suite #300
Orlando, FL 32819-7946
407 345-8868
407 352-2208 FAX

East Orlando Learning Center
1900 North Alafaya Trail
Orlando, FL 32826-4717
407 563-1500
407 563-1560 FAX

West Florida Campus
12802 Tampa Oaks Blvd, Suite # 200
Temple Terrace, FL 33637-1915
813 626-7911
813 977-1449 FAX

Sarasota Learning Center
501 North Cattlemen Road
Sarasota, FL 34232-6421
941 554-2500
941 554-2599 FAX

Westshore Learning Center
4805 Independence Parkway
Tampa, FL 33634-7543
813 626-7911
813 977-1449 FAX

St. Petersburg/Clearwater Learning Center
1901 Ulmerton Road, Suite #150
Clearwater, FL 33762-3311
727 561-9008
727 592-9423 FAX

North Carolina Campuses
Charlotte Campus
3800 Arco Corporate Drive Suite #100
Charlotte, NC 28273-3409
704 504-5409
704 504-5360 FAX

Raleigh Campus
5511 Capital Center Drive Suite 390
Raleigh, NC 27606-3380
919 854-2121
919 854-2120 FAX

South Carolina Campus
Columbia Campus
1001 Pinnacle Point Drive
Columbia, SC 29223-5733
803 699-5096
803 699-7651 FAX

Puerto Rico Campuses
Puerto Rico Campus
Santander Tower
at San Patricio
B-7 Tabonuco St.
Suite #700
Guaynabo, PR 00968-3003
787 731-5400
787 731-1510 FAX
800 981-0688

Northeast Region

Connecticut Campus
Fairfield County
535 Connecticut Ave
Norwalk, CT 06854-1700
203 523-4700
203 523-4799 FAX

Virginia Campuses
Arlington Campus
1800 South Bell Street
Arlington, VA 22202-3546

Fairfax Campus
8270 Willow Oaks Corporate Drive, Suite #200
Fairfax, VA 22031-4516
703 573-2212
703 573-6461 FAX

Northern Virginia Campus
11730 Plaza America Drive, Suite #200
Reston, VA 20190-4742
703 376-6100
703 435-2160 FAX

Richmond Campus
6600 West Broad Street
Richmond, VA 23230-1709
804 288-3390
804 288-3614 FAX

Maryland Campuses
Columbia Campus
8830 Stanford Boulevard
Suite #100
Columbia, MD 21045-5424
410 872-9001
410 872-0326 FAX

Greenbelt Campus
7852 Walker Drive
Suite #100
Greenbelt, MD 20770-3245
301 345-6710
301 345-8401 FAX

Rockville Campus
9601 Blackwell Road, Suite #1
Rockville, MD 20850-6477
240 314-0511
240 314-0139 FAX

Timonum Campus
1954 Greenspring Drive
Suite #100
Timonium, MD 21093-4109
410 560-0055
410 560-1384 FAX

Massachusetts Campuses
Greater Boston Campus
100 Grossman Drive
Suite #201
Braintree, MA 02184-4949
781 843-0844
781 843-8646 FAX

Burlington Campus
One Van de Graaff Drive
Suite #300
Burlington, MA 01803-5171

Central Massachusetts Campus
One Research Drive
Westborough, MA 01581-3906
508 614-4100

New Jersey Campus
Jersey City Campus
100 Town Square Place
Jersey City, NJ 07310-1756
201 610-1408
201 610-0450 FAX

Pennsylvania Campuses
Harrisburg Campus
4050 Crums Mill Road
Harrisburg, PA 17112-2894
717-540-3300
717-540-3301 FAX

Philadelphia Campus
170 South Warner Road
Suite # 200
Wayne, PA 19087-2121
610 989-0880
619 989-0881 FAX

Bucks County Campus
311 New Rodgers Road
Levittown, PA 19056-1029
215 752-0700
215 752-0671 FAX

City Center Campus
30 South 17th Street
Philadelphia, PA 19103-4001
267 234-2000
267 561-0874 FAX

Pittsburgh Campus
Penn Center West
Building 6, Suite #100
Pittsburgh, PA 15276-0109
412 747-9000
412 747-0676 FAX

Monroeville Office
201 Penn Center Boulevard
Building One, Suite #200
Pittsburgh, PA 15235-5435
412 823-8930
412 823-8879 FAX

Washington Campus
90 West Chestnut Street
Washington, PA 15301-4524

West Region

Northern California Central Office and Campuses
Northern California Office
7901 Stoneridge Drive, Suite #130
Pleasanton, CA 94588-3677
800-769-4867
925 416-4000
925 734-6350 FAX

Livermore Campus
2481 Consitution Drive
Livermore, CA 94551-7573
800 769-4867
925 847-7640
925 965-6101 FAX

Novato Campus
75 Rowland Way, Suite #100
Novato, CA 94945-5037
877 274-6364
415 898-4449
415 898-9095 FAX

Oakland Campus
1200 Clay Street
Suite #200
Oakland, CA 94612-1424
877 478-8336
510 457-3300
510 457-3340 FAX

San Francisco Campus
185 Berry Street Lobby 3,
Suite #1600
San Francisco, CA 94107-1729
800 448-6775
415 495–3370
415 495-3505 FAX

San Jose Campus
3590 North First Street
Suite #101
San Jose, CA 95134-1805
800 640-0622
408 435–0174
408 435-8250 FAX

Stoneridge Campus
7901 Stoneridge Drive,
Suite #100
Pleasanton, CA 94588-3677
800-769-4867
925 416-4100
925 734-6350 FAX

Concord Campus
1401 Willow Pass, Suite 200
Concord, CA 94520-7982
800 266-2107
925 349-2300
925 681-0279 FAX

Central Valley Campus
8355 North Fresno, Suite#200
Fresno, CA 93720
800 697-8223
559 451-0334
866 773-2729 FAX

Fremont Campus
40440 Encyclopedia Circle
Fremont, CA 94538-2446
800 266-2107
510 661-0206 FAX

Bakersfield Campus
4900 California Avenue,
Tower A, Suite # 300
Bakersfield, CA 93309-7018
800 697-8223
661 633-0300
661 633-2711 FAX

Riverpark
8355 North Fresno Street
Suite # 200
Fresno, CA 93720-1541
888 722-0055
559 451-0334
559 451-0381 FAX

Shaw
2490 West Shaw
Fresno, CA 93711-3305

Sacramento Campuses
Sacramento Valley Campus
2890 Gateway Oaks Drive,
Suite #200
Sacramento, CA 95833-3632
916 923-2107
916 648-9110 FAX

Beale AFB Campus
17849 16th Street
Beale AFB, CA 95903-1711
530 788-7810
530 788-0314 FAX

Chico Campus
500 Orient Street
Chio, CA 95973
530 342-5178
530 342-5183 FAX

Fairfield Campus
5253 Business Center Drive,
Suite B
Fairfield, CA 94534-1630
707 207-0750
707 207-0989 FAX

Gateway Oaks Campus
2860 Gateway Oaks Drive
Building B, Suite 100 and 200
Sacramento, CA 95833-3632
916 923-2107
916 923-3914 FAX

Lathrop Campus
17000 South Harlan Road
Lathrop, CA 95330-8738
209 858-0298
209 858-2840 FAX

Modesto Campus
3600 Sisk Road #5A
Modesto, CA 95356-0532
209 543-0153
209 543-0236 FAX

North Valley Campus
500 Orient Street
Chico, CA 95973-5670
530 342-5178
530 342-5183 FAX

Rancho Cordova Campus
2882 Prospect Park Drive
Suite#100
Rancho Cordova, CA 95670-6019
916 636-9440
916 636-9449 FAX

Roseville Campus
516 Gibson Drive
Roseville, CA 95678-5791
916 783-4886
916 783-7829 FAX

San Joaquin Campus
17000 South Harlan Road,
Suite #3A
Lathrop, CA 95330-8738
209 858-0298
209 858-2840 FAX

San Diego Campuses
800 473-4346
Palm Desert Campus
75-153 Merle Drive
Suite F and Suite G
Palm Desert, CA 92211-5197
760 322–6721
760 323-7519 FAX

Chula Vista Learning Center
2060 Otay Lakes Road
Chula Vista, CA 91915-1362
619 470-0259
619 470-4597 FAX

Kearny Mesa Campus
3890 Murphy Canyon Road,
Suite #100
San Diego, CA 92123-4448
858 576–1287
858 576-0032 FAX

El Centro Campus
2409 La Brucherie Road
Imperial, CA 92251-9590
800 473-4346

Oceanside Campus
2204 El Camino Real,
Suite #200
Oceanside, CA 92054-6306
760 967-7878
760 471-4275 FAX

Rancho Bernardo Campus
16870 West Bernardo Drive,
Suite # 200
San Diego, CA 92127-1604
858 673-5870
858 673-5869 FAX

San Marcos Campus
277 Rancheros Drive, Suite
#200
San Marcos, CA 92069-2976
760 510-8253
760 510-8420 FAX

Southern California Campuses
West Regional Administration
10540 Talbert Avenue,
Suite 120 (West)
Fountain Valley, CA 92708
800 888-1968
714 378-5275 FAX

Diamond Bar Campus
1370 South Valley Vista Drive,
Suite #103
Diamond Bar, CA 91765-3921
800 888-1968
909 396-5854 FAX

Gardena Campus
1515 West 190 Street
Suite #450
Gardena, CA 90248-4319
800 888-1968
310 225-2864 FAX

La Mirada Campus
14320 Firestone Boulevard
Suite #150
La Mirada, CA 90638-5526
800 888-1968
714 670-9152 FAX

Lancaster Campus
1202 West Avenue J,
Lancaster, CA 93534-2902
800 888-1968
661 940-7203 FAX

Murrieta Campus
25240 Hancock Ave
Murrieta, CA 92562-5990
800 888-1968
951 677-1748 FAX

Ontario Campus
3110 East Guasti Road,
Ontario, CA 91764-7631
800 888-1968
909 937-2194 FAX

Oxnard Campus
2051 North Solar Drive
Suite #125
Oxnard, CA 93036-2649
800 888-1968
805 988-1711 FAX

Pasadena Campus
299 North Euclid Ave.
Suite # 100
Pasadena, CA 91101-1531
800 888-1968
626 793-9245 FAX

Saddleback Valley Campus
26632 Town Centre Drive
Suite #100
Foothill Ranch, CA 92610-2808
800 888-1968
949 829-6885 FAX

San Bernardino Campus
301 East Vanderbilt Way,
Suite # 200
San Bernardino, CA 92408-3557
800 888-1968
909 890-2375 FAX

South Coast Campus
3100 Bristol Street
Costa Mesa, CA 92626-3099
800 888-1968
714 913-2709 FAX

Woodland Hills Campus
5955 De Soto Avenue
Woodland Hills, CA 91367-5107
800 888-1968
818 226-0571 FAX

Hawaii Campuses
827 Fort Street
Honolulu, HI 96813-4317
808 536-2686
808 536-3848 FAX

Kapolei Campus
1001 Kamokila Boulevard,
Suite # 306
Kapolei, HI 96707-2014
808 693-8686
808 674-2655 FAX

Miliani Campus
95-1249 E Meheula Parkway
Suite E-1
Mililani, HI 96789-1778
808 625-7004
808 625-7749 FAX

Windward Campus
46-001 Kamehameha Hwy
Suite #110
Kaneohe, HI 96744-3724
808 247-9080
808 247-6360 FAX

Washington Campuses
877 877-4867
Western Washington Main Campus
7100 Fort Dent Way
Building 3, Suite #100
Seattle, WA 98188-7500
206 268-5800
206 241-8848 FAX

Bellevue Campus
3380 146th Place SE
Suite #200
Bellevue, WA 98007-6480
206 268-5800
425 373-0423 FAX

Mountlake Terrace Campus
6100 219th Street SW
Suite #200
Mountlake Terrace, WA 98043-2282
206 268-5800
425 670-3727 FAX

Renton Campus
900 SW 16th Street
Renton, WA 98055-2611
206 268-5860
206 241-8848 FAX

Eastern Washington Campus
8775 East Mission Avenue
Spokane Valley, WA 99212-2531
509 327-2443
509 326-1788 FAX

Oregon Campus
West Coast Bank Building
500 E. Broadway
Vancouver, WA 98660-3321
360 993-7800

Tacoma Campus
1145 Broadway Plaza
Suite #500
Tacoma, WA 98402-3583
206 268-5800
253 460-6451 FAX

Oregon Campuses
13221 SW 68th Parkway
Suite #500
Tigard, OR 97223-8368
503 403-2900
503 670-0614 FAX

Clackamas Campus
12550 SE 93rd Avenue
Suite #300
Clackamas, OR 97015-9786
503 403-2900
503 653-1910 FAX

Hillsboro Campus
3600 NW John Olsen Place
Suite 100
Hillsboro, OR 97124-5807
503 495-1900
503 629-8926 FAX

Salem Campus
670 Hawthorne Avenue SE
Suite #110
Salem, OR 97301-6884
503 364-5695

Vancouver Campus
500 East Broadway
Suite #200
Vancouver, WA 98660-3321
360 993-7800

Online Region

Online Campus and Administrative Offices
3157 East Elwood Street
Phoenix, AZ 85034-7209
800 366–9699
602 387-7000
602 387-6020 FAX

Axia College of University of Phoenix
800 471-9955

International Campuses

Canada Campuses
Vancouver Campus
4401 Still Creek Drive,
Suite # 200
Burnaby, British Columbia
V5C 6G9
604 205-6999
604 205-9049 FAX

Calgary Campus
150 6th Avenue S.W.
Suite #3000
Calgary, Alberta, Canada T2P 3Y7
403 538-5320

The Netherlands Campus
Rivium eerste straat 1
2909 LE Capelle aan den Ijssel
The Netherlands
011 31 10 288 6344
011 31 10 288 6349 FAX

Juarez Campus
Misión de los Lagos # 9031
Piso 2
Cd. Juárez, Chihuahua, Mexico
CP 32668
011 52 656 648-2726
011 52 656 648-2720 FAX

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    Seattle Campus

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    Campus Director
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    Educational Leadership
    Director
    Tucson Campus

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    Director
    Idaho Campus

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    Director
    Las Vegas Campus

Mark Cameron, Ph.D
    Regional Vice President
    Mountain Region

Pam, Felkins, MA
    Director
    Phoenix Campus

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    Southwest Region

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    Santa Teresa, New Mexico
    Campus

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    Vice President/Director
    State Vice President - New
    Mexico Campus

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    Director
    Oklahoma City Campus

Lori Santiago, MBA/EB
    State Vice President-
    Oklahoma
    Vice President/Director -
    Tulsa Campus

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    Dallas Campus

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    VP/Director
    Houston Campus

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    Austin, Texas Campus

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    Vice President/Director
    San Antonio Campus

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TAUSZ-RVP

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    Regional Vice President
    Plains Region

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    Associate Director
    Wichita Kansas Campus

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    Omaha, NE Campus

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    Director
    Colorado Springs, CO Campus

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    Vice President/Director
    Denver, CO Campus

MIDWEST REGION-ROBERT
PAUL-RVP

Chris Huff, MBA
    Director
    Wisconsin Campus

Dave Steffan
    Acting Director
    Madison, Wisconsin Campus

Craig Jacob
    Director
    West Michigan Campus

Eric Ziehlke, MBA
    Director
    Columbus-Ohio Campus

Gina Cuffari, MAOM
    Director
    Cleveland-Ohio Campus

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    Campus Director
    St. Louis Campus

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    Vice President/Director
    Chicagoland Campus

Michael Kaley
    Director
    Minneapolis/St. Paul
    Campus

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PAUL-RVP

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    Regional Vice President
    Midwest Region

Robyn Criswell-Bloom
    Director
    Cincinnati Campus

Anne Gillespie, MBA
    Vice President/Director
    Indianapolis Campus

John Benedeck
    Acting Director
    Northwest Indianapolis
    Campus

Chris Mason, MAOM
    Associate Director
    Des Moines Campus

Michael Fontaine, MBA
Director
Louisville Campus

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Elden Monday, MBA
VP/Director
New Jersey and Pennsylvania Campuses

Ivonna Edkins, MBA/GM
Director
Richmond Campus

Lynda Wilson
Director
Fairfield, CT

Michael Bard, MM
Associate Director
Harrisburg Campus

Ruthe Brown, MBA/MS
Campus Director
Northern Virginia Campus

Tim Moscato
Regional Vice President
Northeast Region

Todd Cunningham, BSIT
Director
Pittsburgh Campus

SOUTHEAST REGION-JODIE PLOESSL-RVP

Alex Diaz, BS/General Business
Director
Puerto Rico Campus

Brent Lyons
Director
Louisiana Campus

Candice Morgan
Director
Columbia, SC Campus

David Fitzgerald, MAOM,
Associate Director
Raleigh Campus

Jamie Spellacy, MAOM
Director
South Florida Campuses

Kelly Clayton
Associate Campus Director
West Florida Campuses

Jodie Ploessl, MBA
Regional Vice President
Southeastern Region

Justin Hallock, MAOM
Director
Central Florida Campuses

Lynn Mulherin, MAOM
Vice President/Director
Florida Campuses

Nicole Darmody, MAOM, MBA,
Vice President/Director-
North Carolina Campuses
Director - Charlotte Campus

Ryan Ball, MBA/TM
Associate Director
Columbus, Georgia Campus

Shane Clem, MAOM
Vice President/Director
Georgia Campuses
Director - Atlanta Campus

Claude Toland, MBA
Director
North Florida Campuses

Vacant
Associate Director
Savannah Campus

Stephen Flatt, MBA
Vice President/Director
Atlanta Campus

Wanda Arnaud, EdD
Associate Director
Memphis Campus

Shelby Frutchey
Associate Director
Atlanta Campus

Asher Haines
Director
Augusta Campus

Luke Campbell
Associate Director
Northwest Arkansas Campus

Wade Anderson, MBA
Vice President/Director
State Vice President -
Arkansas, Director, Little
Rock Main Campus

Alan Yanda
Director
Chattanooga, TN

Vince Grell, MBA
Regional Vice President/
Director
Online Campus

Stan Meyer, EdD
Regional Vice President/
Director
Online Campus
Axia College of University of Phoenix
Intl., Canada, Europe, Middle East

Peter Martinez
Vice President/Director
Int., Canada, Europe, Middle East

Daren Hancott, MBA
Campus Director
Vancouver Campus

Mike Brousseau, Ph.D
Campus Director
Calgary, Canada Campus

Jorge Klor de Alva
President
Latin American Operations

Jason Schrott
Vice President/Director
Intl., Far East

ACADEMIC CABINET AND FACULTY

Administration/Public Members
Public Member of the Board/ Chair
President, Member ex-officio
Provost and Senior Vice President for Academic Affairs/Vice Chair
Vice President of Academic Affairs Operations

Representatives for the John Sperling School of Business and Technology
Dean
One Administrative Faculty member
One Lead Faculty member
One Associate Faculty member

Representatives for the Artemis School of Education, Health and Human Services
Dean
One Administrative Faculty member
One Lead Faculty member
One Associate Faculty member

Representatives for the School of Advanced Studies
Dean
One Administrative Faculty member
One Lead Faculty member
One Associate Faculty member

Representatives for Axia College
Dean
Two faculty members

Representative for University Learning Resources
Dean

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FACULTY

COLLEGE OF UNDERGRADUATE BUSINESS AND MANAGEMENT

Dean
Freda Hartman, PhD
University of Arizona
Associate Dean
Morgan, Hal D., MBA
University of Phoenix
Associate Dean
Baderman, Barbara, MBA
University of Phoenix
Campus College Chairs
Atlanta Campus
Levith, Earl, MS
   Rensselaer Polytechnic Institute
Austin Campus
Cooper, Paul, MBA
University of Central Oklahoma
Boston Campus
Moroz, Allison, JD
Southern New England School of
   Law
Central Florida Campus
Mc Nickle, Edythe A., MBA
University of Phoenix
Central Valley Campus
Doris Creel, MAOM
University of Phoenix
Charlotte Campus
Kamel , Ahmed, DENG
Auburn University
Chicago Campus
Sanna, Luke, MPP
Yale University
Cincinnati Campus
Ursini, Nick, MBA
Wake Forest University
Cleveland Campus
Tolbert, Barry, MS
State University of New York at
   Binghamton
Colorado Campus
Hebert, Michael A., MS
Colorado School of Mines
Columbus Georgia Campus
Jordan, Josephine, MHROD
Webster University
Columbus Ohio Campus
Kouns, Josephine Lagunzad, MIA
University of the Philippines

Des Moines Campus
Armburst, Robert, MBA
University of Louisville
Dallas Campus
Stokes, Robert, MS
University of Southern California
Detroit Campus
Munson, Patricia L., MPA
University of Michigan
Fairfield Connecticut Campus
Coughlan, Thomas, MS
University of Bridgeport
Houston Campus
Sunder, Vellore K., MBA
University of Oklahoma
Idaho Campus
Maier, Joel, MS
Southern Wesleyan College
Indianapolis Campus
Hopkins, Beverly, MBA
Butler University
Jersey City Campus
Bensedrine, Jabril, DRMGMT
University of Paris
Kansas City Campus
Arnold, George, MA
Webster University
Little Rock Main Campus
Love, Paul, JD
Pepperdine University
Louisiana Campus
Browning, Kevin, MAOM
University of Phoenix
Louisville Campus
Chandler, Teresa, MAOM
University of Phoenix
Maryland Campus
Dennis, Precious, MBA
University of Phoenix
Minneapolis/St. Paul Campus
Vacant
Memphis Campus
Ackerman, Joe, MBA
Lindenwood University
Nashville Campus
Manning, Lonnie, Jr., MBA
Georgia State University
Nevada Campus
Ferracane, Louis J., MSSM

University of Southern California
New Mexico Campus
Edelman, Charles W., MBA
University of New Mexico
North Florida Campus
Herman, Louis, MPA
Golden Gate University
Northern California Campus
Genin, Vladimir, PhD
Moscow University
Northern Nevada Campus
Covert, James, MBA
Pepperdine University
Northern Virginia Campus
Harvey, Arnold, MBA
Iona College
Oklahoma City Campus
Jacobs, Toni, MS
Southern Nazarene University
Online Campus
Barbara Taylor, MAOM
University of Phoenix
Oregon Campus
Whitley, Jamie, MBA
City University
Pennsylvania Campuses
Baker, Bill, MBA
Drexel University
Phoenix Campus
Pearson, Gloria D., MBA
De Paul University
Puerto Rico Campus
Hernandez-Lopez, Ana,
MBA/MHRM
Inter American University of
   Puerto Rico
Raleigh Campus
Irwin, Kathleen (K.C.), MBA
The University of North Carolina at
   Charlotte
Richmond Campus
Vacant
Sacramento Campus
Maynard, Tamara, MAOM
University of Phoenix
St. Louis Campus
Vacant
San Antonio Campus
Cooper, Paul, MBA

University of Central Oklahoma
San Diego Campus
Mac Isaac, Nancy (Nan) J., JD
Western State University
Savannah Campus
Meyers, Jenny, MBA
Edgewood College
South Florida Campus
Craib, Kenneth B., MA
San Jose State University
Southern Arizona Campus
Ardern, William, MBA
University of Rochester
Southern California Campus
Reams, Lester S., DPA
University of La Verne
Springfield Missouri Campus
Weathers, Barbara, MA
Southwest Missouri State
   University
Tulsa Campus
Jacobs, Toni, MS
Southern Nazarene University
Utah Campus
Benner, Paul N., MBA
University of Phoenix
Vancouver Campus
Mason, Rebecca, MBA
George Washington University
Washington Campus
Schwark, August C. (A.C.), MBA
Washington University in St. Louis
West Florida Campus
Harvey, Maurice R., DM
University of Phoenix
West Michigan Campus
Ezeh, Pius O., MA
West Michigan University
Wisconsin Campuses
Zoff, Tiffany, MAOM
University of Phoenix
Wichita Campus
Vacant

Campus Area Chairs

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

- Financial Planning and Control
- Law and Ethics
- Management
- Policy, Planning, and Development

Faculty

For a list of local faculty in the College of Undergraduate Business and Management, contact your campus Director of Academic Affairs.

COLLEGE OF GRADUATE BUSINESS AND MANAGEMENT

Dean
Lindquist, Brian G., PhD
    Purdue University

Associate Dean
Berry, Willard (Bill), MBA
    Fontbonne University

Assistant Dean
Larson, Norman, MAEd.
    University of Phoenix

Campus College Chairs

Arkansas Campus
Tressa Shavers, M.B.A.
    University of Phoenix

Atlanta Campus
Dunn, Leslie Ann, J.D.
    Pepperdine University

Austin-Texas Campus
Ngenge, Wawa, Ph.D.
    Texas A & M University

Boston Campus
Moore, Roger, D. Ph.D.
    Miami University

Central Florida Campus
Miller, Robert, MAOM
    University of Phoenix

Central Massachusetts Campus
Moore, Roger D., Ph.D.
    Miami University

Charlotte Campus
Kocharyan, Aleksandr, D.P.S.
    Moscow State University,
    Russia

Cheyenne Campus
Gilbert, Doug, J.D.
    University of Iowa

Chicago Campus
Pamukcu, Omer, Ph.D.
    Istanbul University, Turkey

Cincinnati Campus
Payne, Mary Jo, Ph.D.
    The Union Institute &
    University

Cleveland Campus
Wongchai, Sasicha, Ph.D.
    Texas A & M University

Colorado Campuses
Gilbert, Doug, J.D.
    University of Iowa

Columbus-Georgia Campus
Futyma, Frank, M.M.

Lesley University

Columbus-Ohio Campus
Bagdady-Asal, Hoda, Ph.D.
    Walden University

Dallas/Ft.Worth Campus
Grabarczyk, John, D.B. A.
    Nova Southeastern University

Detroit Campus
Zajac, Charles, JD
    Detroit School of Law

Fairfield Connecticut Campus
Liberatore, Ralph, Ph.D
University of Pittsburgh

Hawaii Campus
Sommers, Carol, M.B.A.
    Trinity College, Dublin, Ireland

Houston Campus
Hamilton, Robert, D.P.A.
    University of Minnesota

Kansas City Campus
Kass, Mark, Ph.D.
    University of Missouri

Louisiana Campus
Holloway, Barbara, M.B.A.
    California State Polytechnic
    University

Memphis Campus
Wood, Maria, J.D.
    University of Memphis

Minnesota Campus
Piltz, David, D.B.A.
    Nova Southeastern University

Nashville Campus
Carr, Jerry, Ed.D.
    Vanderbilt University

Nevada (Las Vegas) Campus
Leon, Daniel, Jr., D.P.A.
    University of La Verne

Northern Nevada (Reno) Campus
Larkin, Robert, M.S.
    Michigan State University

North Florida Campus
Polding, Brian, Ph. D.
    University of Florida

Northern California Campus
Tilley, Merten A., Ph.D.
    The Union Institute &
    University

Oklahoma Campuses
Autrey, Allen, J.D.
    University of Oklahoma

Online Campus
Love, George, MBA
    University of Phoenix

Phoenix Campus
Sherman, C. Patrick, D.M.
    University of Phoenix

Puerto Rico Campus
Segarra-Roman, Clara, D.B.A.
    Pontifical Catholic University of
    Puerto Rico

Sacramento Campus
Sheaffer, Timothy A., J.D.
    University of the Pacific

San Diego Campus
Reilly, Michael S., Ph.D.
    Walden University

San Antonio-Texas Campus
Brock, Wayne, D.M.
    University of Phoenix

South Florida Campus
Polak, Rhonda, DBA
    Nova Southeastern University

Southern Arizona Campus
Vitale, Mark, M.B.A.
    University of Arizona

Southern California Campus
Guzman, Carlos, PhD
    Saybrook Graduate School and
    Research Center

Utah Campus
Myers, Oliver, J.D.
    University of Utah

Vancouver-Canada Campus
Wong, Albert, Ph.D.
    University of Windsor, Canada

Virginia (Richmond) Campus
Moss, Ken, Ph.D.
    Regent University

West Florida Campus
D'Urso, Patricia A., MM
    Pennsylvania State University

Western Michigan Campus
Freeman, Judd, J.D.
    Wayne State University

Western Washington Campus (Seattle)
Gould, Dave, Ed.D
    Seattle University

Wichita Campus
Munday, Donald, Ed.D.
    Oklahoma 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.

- Accounting
- Economics
- Financial Planning and Control
- General Business and Strategic Management
- Information Systems
- Law and Ethics
- Management (General and Operations)
- Marketing
- Organizational Behavior and Development
- Quantitative Analysis and Applied Research

Faculty

For a list of local faculty in the College of Graduate Business and Management, contact your campus Director of Academic Affairs.

COLLEGE OF ARTS AND SCIENCES

Dean
Leman, Tom, D.A
Idaho State University

Associate Dean
Beckwith, Douglas C., JD
University of Nebraska, Lincoln

McCollum, Kacie C., Ed.D
University of Massachusetts

Campus College Chairs
Atlanta Campus
Northam, Stephen W., MA
Claremont Graduate School

Austin Campus
Sisk, Grant, Ph.D.
University of North Texas

Boston, Campus
Kilmurray, James A., Ed.D.
Harvard University

Central Massachusetts Campus
Silva, Jayson, MA
Harvard University

Central Valley Campus
Lucht, Gary C., DMin.
Fuller Theological Seminary

Cheyenne Campus
Kuhlman, Carla K., PhD
Fielding Graduate Institute

Cincinnati Campus
Pearcey, Matthew, MA, M.Ed.
University of North Dakota

Cleveland Campus
Williams, Miriam, M.Ed.
Kent State University

Columbus, Ohio Campus
Koloze, Jeff, Ph.D.
Kent State University

Columbus, GA Campus
Nersesian, Paul, MA
Arizona State University

Dallas Campus
Jackson, Melissa E., MA
Webster University

Denver Campus
Kuhlman, Carla K., PhD
Fielding Graduate Institute

Detroit Campus
Bean, Erik P., MA
Michigan State University

Fairfield County, CT Campus
Poor, Brenda, MS
University of Southwestern Louisiana

South Florida Campus
Carmel, Avi, PhD.
Nova Southeastern University

Hawaii Campus
Rzeszewski, Jessica, MS
California State University, Fullerton

Houston Campus
Farenick, Kenneth A., Ed.D.
Texas Southern University

Idaho Campus
Rood, Christine, MS
Boise State University

Illinois Campus
Ramacitti, David F., MA
University of Northern Iowa

Indianapolis Campus
King, Barbara E., MA
Western Michigan University

Jersey City Campus
Levit, Robert A., Ph.D.
Columbia University

North Florida Campus
Strain, Lega K., MS
Texas Christian University

Kansas City Campus
Vacant

Little Rock Campus
Elder, Steve, MLA
Henderson State University

Louisiana Campus
Ryerson, Sunny A., MS
University of Arizona

Louisville Campus
Morris, Clementine, Ed.D.
Spalding University

Maryland Campus
Sanders, Mark L., MS
National-Louis University

Memphis Campus
Alexander, Beverly, MEd
Trevecca Nazarene University

Milwaukee Campus
Schmid, Beverly, MS
University of Wisconsin

Minneapolis/St. Paul Campus
Kangas, Lisa, Ph.D.
Capella University

Nashville Campus
Wyre, Steve, Ph.D.
Honolulu University

Nevada Campus
Miah, Mohammed, Ed.D.
Nova Southeastern University

New Mexico Campus
Kimbrough, William, MA
University of New Mexico

North Carolina Campus
Nethery, Melissa, MDiv
Southern Baptist Theological Seminary

Northern California Campus
Glen Sefcik., MAT
Angelo State University

Northern Nevada Campus
Covert, James, MBA
Pepperdine University

Northern Virginia Campus
Hill, Susan B., Ed.D.
Nova Southeastern University

Oklahoma City Campus
Wilburn, Judith A., M.Ed.
Central State University

Online Campus
Gregg Zarate, Cecilia, MBA, MAEd.
University of Phoenix

Oregon Campus
Averill, Kristine, MAOM
University of Phoenix

Central Florida Campus
Shepard-Tew, Diane, PhD
University of Florida

Philadelphia Campus
Murawski, Marianne, Ph.D.
University of Maryland

Phoenix Campus
Loschiavo, Rose, MA
Arizona State University

Pittsburgh Campus
Muench, Sharon J., MAOM
University of Phoenix

Puerto Rico Campus
Santiago, Virginia, Ed.D.
InterAmerican University of Puerto Rico

Raleigh Campus
Bassoppo-Moyo, Sheila, Ed.D.
University of Memphis

Sacramento Campus
Balzaretti, Lisa, MA
Sam Houston State University

San Antonio Campus
Peed, Shelly, MA
Abilene Christian University/St. Mary's University

San Diego Campus
Cohn, Cal, MA
Pepperdine University

Southern Arizona Campus
Schultz, Robin, MAEd
University of Phoenix

Southern California Campus
Shahzadi, Jacqueline B. Ph.D.
University of Southern California

Southern Colorado Campus
Kuhlman, Carla K., PhD
Fielding Graduate Institute

Spokane Campus
NO CCC

St. Louis Campus
Portscheller, Mary, Ed.D.
Illinois State University

West Florida Campus
Dollar, Nancy A., MA
University of Phoenix

Tulsa Campus
Wilburn, Judith A., M.Ed.
Central State University

Utah Campus
Haines, Jeffrey A., MS/MA
Kansas State University/United States Naval Postgraduate School

Vancouver Campus
Wong, Albert, Ph.D.
University of Windsor

Washington Campus
Evans, Victor D., MA
New York University

West Michigan Campus
Rardin, Marybeth, MAT
Indiana University

Wichita Campus
Smith, Arthur R., MS
Friends University

A-16

Campus Area Chairs

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

- Communications
- Humanities
- General Studies
- Science/Technology
- Social Science
- Mathematics
- BSM (discretion of campus)

Faculty

For a list of local faculty in the College of Arts and Sciences, contact your campus Director of Academic Affairs.

COLLEGE OF EDUCATION

Dean

La Rue, Marla L., Ed.D.
Nova Southeastern University

Associate Dean

Curley, Meredith A., MBA
University of Phoenix

Gritsavage, Margaret M., Ph.D
Arizona State University

Palmer, Bryan, Ph.D.
Arizona State University

Regional Assistant Deans

Bral, Conna, Ed.S.
Drake University

Drotos, Andy, MAEd
University of Phoenix

McCarty, Sandra, MAEd
San Diego State University

Campus College Chairs

Central Florida Campus
Shepard-Tew, Diane, PhD
University of Florida

Central Valley Campus
Vacant

Colorado Campus
Weeks, William C., Ed.D.
Nova Southeastern University

Detroit Campus
Thomas, Robert C., Ed.D.
Argosy University, Sarasota

Hawaii Campus
Hornsby, Deborah, MS
Nova Southeastern University

Idaho Campus
Rood, Christi, MS
Boise State University

Nevada Campus
West, MaryEllen, MEd
University of Utah

New Mexico Campus
Williams, Patricia, Ph.D.
University of Texas

North Florida Campus
Finder, Karen, Ed.D.
University of Hartford

Northern California Campus
Jones, Jason, MS
University of La Verne

Online Campus
Knott, Cindy K., Ed.D.
Nova Southeastern University

Lodewyck, Rebecca, MAEd
University of Phoenix

Oregon Campus
Hamm, Robert.,MAT
Lewis and Clark College

Phoenix Campus
Conway, Greg, MEd
Arizona State University

Puerto Rico Campus
Agosto, Soledad, Ph.D.
Pennsylvania State University

Reno Campus
Dennis, Francey, Ed.S,
University of Nevada, Reno

Sacramento Campus
Vacant

San Diego Campus
Smith, Gay Lynn, Ed.D
Argosy University

South Florida Campus
Hopkins, Julie, Ed.D.
Florida Atlantic University

Southern Arizona Campus
Lewis, Jon, MAEd
Chapman University

Southern California Campus
Graves, Dena, Ed.D.
University of La Verne

Tennessee Campus
Vacant

Utah Campus
Muir, Jill, MEd
University of Utah

Vancouver Campus
Uzelac, John, Ed.D.
Nova Southeastern University

Richmond Campus
Hearn, Cheryl, Ed.S.
Wayne State University

West Florida Campus
Vaughn, Audrey, Ph.D.
George Washington University

West Michigan Campus
Rardin, Marybeth, MAT
Indiana University

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
- Curriculum and Instruction
- Special Education
- Teacher Education

Faculty

For a list of local faculty in the College of Education, contact your campus Director of Academic Affairs.

A-18

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Dean

Honea, Adam E., PhD
Stanford University

Associate Dean

Smith, Blair A., MBA
California State University

Associate Dean of Special Projects

Mc Bride, Hugh W. MBA
Syracuse University

Campus Department Chairs

Atlanta Campus

Steven Northam, MA
Claremont Graduate School

Baltimore Campus

Linda Beach, MBPA Southeastern University

Cleveland Campus

Richard Spinner, MS
University of Southern California, Los Angeles

Colorado Campus

Stephen Trask, MS
University of Northern Colorado

Detroit Campus

Arthur Ward, MBA
Wayne State University

Ft Lauderdale/South Florida Campus

Gail Ali, MS
Nova Southeastern University

Jacksonville/North Florida Campus

Carol Eichling, Ed.S
Nova Southeastern University

Jersey City Campus

Thomas Schmidt, DSCS
Tulane University

Kansas City Main Campus

Kevin Loehr, MMIS
Friends University

Milwaukee Campus

Ramalingam Iyer, MBA University of Pittsburgh

Nashville Campus

Roy Barnes, MSEE
University of Kentucky

Oklahoma City Campus

Hayden Roberts, MA
Western Kentucky University

Online & OCMIL Campus

Gayle Grant, MA
Kean University

Orlando/Central Florida Campus

Jack Davis, MA
Webster University

Philadelphia Campus

Dennis Brennan, MBA
Drexel Institute of Technology

Phoenix Campus

Mark Busby, MIM
American Graduate School of International Management

Pittsburgh Campus

Dennis Brennan, MBA
Drexel Institute of Technology

Portland Campus

Mike Mostafavi, MS
Portland State University

Raleigh Campus

Lauri Figueroa, MSCIS
University of Phoenix

Sacramento Campus

Tina Wilt, MSCIS
University of Phoenix

San Jose Campus

Timothy Woods, MA
California State University Fresno

Western Washington Campus

Yi Mi, Ph.D
University of Southern California

Southern Arizona Campus

Hugh McBride, MBA
Syracuse University

Southern California Campus

Charles von Urff, Ph.D
Capella University

St Louis Campus

Charles Neuman, MBA
University of Phoenix

Tampa/West Florida Campus

Richard Kubli, MBA
State University of New York, Buffalo

Tulsa Campus

Hayden Roberts, MA
Western Kentucky University

Utah Campus

Kenneth Sardoni, MCIS
University of Denver

Wichita Campus

Arthur Smith, MS
Friends University

Campus Area Chairs

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

- Systems Analysis/Design
- Databases
- Networks and Telecommunications
- Programming and Operating Systems
- Web Development

Faculty

For a list of local faculty in the College of Information Systems and Technology, contact your campus Director of Academic Affairs.

COLLEGE OF HEALTH AND HUMAN SERVICES

Dean
Linne, Gil, PhD.,
United States International
University

Assistant Dean
Walsh, Franzi, MAOM University
of Phoenix

**HEALTH SCIENCES AND NURS-
ING PROGRAMS**

Associate Dean/Director
Patton, Beth, MA/MN, RN
University of Phoenix

**Associate Dean/Assistant
Director**
Fuller, Pamela K., MN, RN
University of Phoenix

Campus College Chairs
Colorado Campuses
Hess, Darlene, PhD.,
NP, HNC
University of New Mexico

Detroit Campus
Wilson, Denise, MSN, RN
University of Phoenix

South Florida Campus
Pontious, Sherry, PhD, RN
New Mexico State University

Hawaii Campus
Gabriel, Susie, RN, MSN
University of Hawaii

North Florida Campus
Nwoga, Imelda A., PhD, RN
University of Florida

Louisiana Campus
Vacant

New Mexico Campus
Hess, Darlene, PhD., NP, HNC
University of New Mexico

Northern California Campus
Strawn, Angela M., MS, RN
University of California, San
Francisco

Ohio Campuses
Vacant

Online Campus
Pickus, Anna (Jean), MSN, RN
University of San Diego

Central Florida Campus
Berry-Zeller, Paula MBA/HCM,

MSN
University of Phoenix
Phoenix Campus
Lorimor, Becky, MSN, RN
University of Texas
Sacramento Campus
Strawn, Angela M., MS, RN
University of California,
San Francisco
San Diego Campus
Carter, Sandra, MN, RN
University of California, Los
Angeles
Southern Arizona Campus
Lehrman, Ela–Joy, PhD, RN
University of Arizona
Southern California Campus
Carter, Sandra, MN, RN
University of California,
Los Angeles
West Florida Campus
Bauer, Carol, EdD
Rutgers, the State University of
New Jersey
Utah Campus
Turkovich, Linda, MS
Case Western Reserve
University
West Michigan Campus
Overly, Christine,
Michigan 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.
- Health Sciences
- Nursing
- Nurse Practitioner

Faculty

For a list of local faculty in the
College of Health and Human
Services, contact your campus
Director of Academic Affairs.

**SOCIAL AND BEHAVIORAL
SCIENCES**

**Associate Dean, Criminal
Justice/Human Services**
Olding, Robert., PhD
Arizona State University
**Assistant Dean, Counseling
and Human Services
Programs**
Lunceford, Lynn, MA
Alliant Inernational University
**Assistant Dean, Criminal
Justice and Security Programs**
Walsh, Franzi, MAOM
University of Phoenix

Campus College Chairs

Atlanta Campus
Bao, Benjamin, MBA
Georgia State University
Cincinnati Campus
Caccavari, Peter., PhD
Rutgers, the State University of
New Jersey
Colorado Campuses
Kuhlman, Carla, PhD
Fielding Graduate Institute
Columbus-Georgia
Lowery-Jones, Tonya., MA
Auburn University
Detroit Campus
Vacant
South Florida Campus
Ali, Gail, M.S.
Nova Southeastern University
Hawaii Campus
Wood, Maureen, MA
Sonoma State University
Idaho Campus
Moser, Ron, M.A.
University of Phoenix
North Florida Campus
Lowell, James, MS
Rensselaer Polytechnic Institute
Louisiana Campus
Klieb, Leslie, PhD
Groningen, Amsterdam

Nevada Campus
Owen, Mark., MS
North Dakota State University
New Mexico Campus
Salamone, Linda, PhD.
University of Oklahoma
Northern California Campus
Gordon, Jeff, M.A.
University of Phoenix
Oklahoma City Campus
Wilson, Mike, PhD
University of Oklahoma
Online Campus
Walsh, Franzi, MAOM
University of Phoenix
Oregon Campus
Adams, Elizabeth (Betsy) E., DA
University of New York at
Albany
Central Florida Campus
Berry-Zeller, Paula, MBA/HCM,
MSN
University of Phoenix
Pennsylvania Campuses
Fullerton, Ernest., PhD
University of Pittsburgh
Phoenix Campus
Kerstner, Patricia L., PhD
Arizona State University
Puerto Rico Campus
Rodriguez de Moreno, Ana
Margarita, EdD
University of Puerto Rico
Sacramento Campus
Frei, Jennifer, PhD.,
University of California Davis
San Diego Campus
Lunceford, Lynn, MA
Alliant International University
Santa Theresa Campus
Salamone, Linda, PhD.,
University of Oklahoma
Southern Arizona Campus
Wiggins, Jr., Alfred (Fred), PhD
Indiana University
Southern California Campus
Hill, Irma D., PhD
California School of Professional
Psychology

West Florida Campus

Bauer, Carol A., RN, EdD
  Rutgers, the State University of New Jersey

Tulsa Campus

Wilson, Mike, PhD.,
  University of Oklahoma

Utah Campus

Beck, Donald E., PhD
  University of Utah

Washington Campus

Mac Andrea, Lannie, MA
  Eastern Washington University

West Michigan Campus

Collins-Bondon, Carolyn, EdD
  Western Michigan

Campus Area Chairs

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

- Portfolio and Clinical
- Community Counseling
- Criminal Justice Administration
- Human Services
- Human Services/ Management
- Marriage and Family Counseling
- Mental Health Counseling
- School Counseling

Faculty

For a list of local faculty in the College of Health Human and Services, contact your campus Director of Academic Affairs.

SCHOOL OF ADVANCED STUDIES

Provost and Senior Vice President for Academic Affairs

Vacant

Dean

Iwamoto, Dawn M., EdD
  Northern Arizona University

Associate Dean

Moreland, Jeremy, PhD
  Texas Christian University

Area Chairs

Doctor of Business Administration

DeNigris, John, Ph.D.
  Walden University

Carolyn Salerno, Ed.D.
  University of San Diego

Doctor of Health Administration

Underdahl, Louise, Ph.D.
  University of Southern California

Paluch, Edward, Ph.D.
  Columbia University

Doctor of Management in Organizational Leadership

Lillestol, Jane, Ph.D.
  University of Minnesota

O'Donnell, William, Ph.D.
  Union Institute & University

Doctor of Management in Organizational Leadership with a Specialization in Information Systems and Technology

Neeley, Douglas, Ph.D.
  Wayne State University

Black, Ronald, Ph.D.
  Nova Southeastern University

Doctor of Education in Educational Leadership

Ament, Allan, J.D.
  Northwestern University

Kanai, Theresa, Ph.D.
  Walden University

Research

Griffin, Gerald, Ph.D.
  University of Tulsa

Faculty

For a list of local faculty in the School of Advanced Studies, contact your campus Director of Academic Affairs.

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